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ABSTRACT

The Success in Reading and Writing Program used in the District of Columbia Public Schools in 1985-86 is described and evaluated. The program, used in pre-kindergarten through sixth grade, employed a variety of materials, as well as the students' own writing. Instruction lasted approximately 2.5 hours each school day. The program connected reading and writing skills, giving the students practice in factual and creative writing, spelling, editing and proofreading. It sought also to improve attitudes toward reading, writing, and school in general. This evaluation report discusses the methodology and results for ten objectives: (1) reading achievement; (2) language achievement; (3) writing achievement; (4) attitude toward reading; (5) promotion and retention rates; (6) reading achievement (longitudinal) of fourth grade students in the program at least two prior consecutive years; (7) language achievement (longitudinal) of fourth grade students in the program at least two prior consecutive years; (8) student satisfaction; (9) teacher satisfaction; and (10) principal satisfaction. The appendices include lesson plans used in the program; teacher, student, and principal questionnaires; an observation checklist; and interviewing techniques used in the evaluation. The results were positive, however, not all gains could be directly attributable to this program since other methods were also used. (JGL)

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DISTRICT OF COLUMBIA PUBLIC SCHOOLS

SUCCESS IN READING AND WRITING
SCHOOL YEAR 1985-86
FINAL EVALUATION REPORT

DR. FLORETTA DUKES MCKENZIE
SUPERINTENDENT OF SCHOOLS
CHIEF STATE OFFICER

Michael B. Wallace
Program Evaluator
January, 1987

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SUMMARY

It has been the aim, since the inception of the Success in Reading and Writing Program, to incorporate or mesh the "best", most effective, and most insightful methods and aspects of many approaches to reading instruction. The program was brought to the attention of the District of Columbia Public Schools (DCPS) by the School Services Branch of the Washington Post newspaper. Materials used in Success instruction are practically anything readable, within reason, such as newspapers, magazines, library books, textbooks of many subject areas, catalogues, product labels, etc. The program has been implemented in certain DCPS elementary schools since February, 1979 on a voluntary basis and has grown to include more schools each year since.

Formal evaluations of the Success program have been conducted each year of its use in District of Columbia Public Schools, with the exception of the 1980-81 school-year. The evaluations have been designed to provide teachers with information to facilitate more effective program use (formative evaluation), to provide information to District of Columbia Public School administrators and Washington Post decision-makers upon which to base decisions concerning continuation of the Success program, and to aid school personnel (primarily teachers and principals) in communicating to parents the viability of alternate (non-traditional) approaches to reading instruction. Additionally, evaluations of the Success in Reading and Writing Program in District of Columbia Public Schools provides decision-making information to other school systems, nationwide, who are in search of instructional methods that may contribute to greater reading and language arts achievement. The present evaluation seeks to address these audiences.

The 1985-86 Success in Reading and Writing Program encompassed 65 elementary schools, 191 classrooms, and approximately 4,800 students, averaging 25 students per class. The present evaluation focuses upon pre-kindergarten through sixth grade Success classes.

The objectives of the evaluation are as follows:

1. To measure the effectiveness of the Success program in improving the reading achievement of students participating in that program.
2. To measure the effectiveness of the Success program in improving the language achievement of students participating in that program.

3. To measure the effectiveness of the Success program in improving writing achievement of students participating in that program.

4. To measure the effectiveness of the Success program in improving the reading attitudes of students participating in that program.

5. To determine the impact of the Success program on the promotion/retention rates of students participating in that program.

6. To measure the effectiveness of the Success program in improving the reading achievement of those fourth grade students having participated in that program at least two consecutive years from the second through third grade.

7. To measure the effectiveness of the Success program in improving language achievement of those students having participated in that program at least two consecutive years from second through third grade.

8. To determine student level of satisfaction with the Success program.

9. To determine teacher level of satisfaction with the Success program.

10. To determine principal level of satisfaction with the Success program.

The results reported in this evaluation are as follows:

Objective 1:

Statistical analysis indicates a highly statistically significant difference in total reading achievement means of Success and comparison third graders, favoring the Success group. Highly significant difference was observed between the Success and comparison third graders' means on the vocabulary subscale of the reading achievement measure. No significant difference was observed between the groups on the reading comprehension subscale.

Objective 2:

Statistical analysis indicated no significant differences between the language achievement means of Success and comparison third graders. Analyses of the individual language achievement subscale results (i..e., mechanics, expression, spelling) indicated no significant differences between Success and comparison group achievement.

Objective 3:

Statistical analysis indicated significant differences in the writing achievement of Success and comparison third graders, in favor of the comparison group. Gain analysis (pretest/posttest) of third grade Success students' writing achievement indicated significant gain from January to April. Statistically significant differences were observed in the writing achievement of fourth grade veteran-Success students and a comparison group, in favor of the Success group.

Objective 4:

Statistically significant difference in the reading attitudes of Success and comparison third graders was observed, in favor of the Success group.

Objective 5:

The percentage of Success students promoted was greater than the percentage of the comparison group-promoted and greater than the percentage of third graders promoted systemwide. A smaller percentage of Success students were retained when compared to the comparison sample and third graders systemwide. A smaller percentage of Success students were identified as having reading deficiencies, when compared to the comparison sample and third graders systemwide.

Objective 6:

Statistical analysis indicated significant difference in total reading performance of veteran-Success and comparison fourth graders, in favor of the Success group. Individual analyses of vocabulary and comprehension subscale results indicated a significant difference in the comprehension achievement of veteran-Success and comparison fourth graders. No significant difference was observed between the groups on the vocabulary subscale.

Objective 7:

Statistical analysis indicated a significant difference between the total language achievement of verteran-Success and comparison fourth graders. Individual analyses of composite language subscales (i.e., mechanics, spelling, expression) indicated significant differences between language achievement of the groups in each of the language skill areas, favoring the Success group in each.

Objective 8:

Student questionnaire responses indicated a unanimous satisfaction with the Success program and most of its features. Positive suggestions were given by students.

Objective 9:

Teacher questionnaire responses indicated a unanimous satisfaction with the Success program. Many advantages to the program were cited and several recommendations were given by teachers.

Objective 10:

Principal questionnaire responses indicated satisfaction with the program. Principals cited many advantages to Success program use and few disadvantages. A number of positive recommendations were made by principals, concerning the Success program.

INTRODUCTION

The Success in Reading and Writing Program (Success) was introduced as a pilot project to the District of Columbia Public Schools under the umbrella of the Right-to-Read effort at the beginning of the second semester of school year (SY) 1978-79. The program was brought to the attention of responsible public school officials through the School Services Branch of the Washington Post. A trip was then arranged for key District of Columbia Public School officials to observe the program in action in the Durham, North Carolina Public Schools, where the program was being used. Impressed with their observations, they recommended that the program be tried in Washington, D.C. as a pilot project in the District's Public Schools.

DESCRIPTION OF THE SUCCESS IN READING AND WRITING PROGRAM

The late Dr. Anne H. Adams, a professor of education at Duke University in Durham, North Carolina, conceived and developed the Success in Reading and Writing Program. Dr. Adams began formulating ideas for the program during her tenure as a first grade teacher in 1964. She had an interest in attacking problems often associated with the beginning instruction of reading. The key elements of the Success Program are an outgrowth of her analysis of such problems.

Later as a doctoral student preparing her dissertation, Dr. Adams researched the concept of correlated language arts in the first grade without the use of basal readers. The Success in Reading and Writing Program evolved out of her studies. She concluded that anything in print (within reason, of course) should be part of the reading programs in schools. According to her design, instructional materials to be used in teaching students to read include the following: newspapers; fiction and non-fiction library books; an assortment of content area textbooks; magazines, and similar materials. Dr. Adams recognized a close link in the acquisition of reading skills and that of writing skills. Another recognition was that reading vocabulary evolves from the experiences of the students themselves. The Success classroom, typically, is filled with a number of charts composed of vocabulary words, word clusters, and sentences generated by the students. Display of the charts in the classroom encourages and facilitates easy reference to them at any time.

The Success Program not only calls for changes in materials of instruction, but provides for classroom procedural modifications as well. Whole-class instruction is preferred over traditional grouping practices. It was Dr. Adams' belief that certain grouping practices damage the effectiveness of teachers as well as the self-concepts of the students.

Within the Success Program, individualized instruction, a key element of this approach, is defined as time (minutes or seconds) spent between teacher and individual student in focusing on what the student is doing, has done, or should be doing. This type of interaction is tailored differently to suit each student's needs. According to Dr. Adams' design, individualized contact should occur three to four times during a lesson and is considered critical to the affective development of the students.

The skeletal structure for each daily lesson is provided in the Success manuals prepared for each grade. To implement the lessons, teachers are encouraged and free to exercise their knowledge, expertise, and creativity. (Examples of a one-day program for grades kindergarten through sixth grade may be found in Appendix A.) In general, Dr. Adams sought to incorporate in the Success Program, the "best", most effective, and most practical ideas for reading instruction from past and contemporary approaches.

With Success, the reading instructional period is divided into four to five modules, each of approximately one-half hour in duration. Thus, the Success Program is implemented 2 to 2-1/2 hours of the five hour teaching day.

The modules taught by grades are:

	Grade						
	Kgn.	1	2	3	4	5	6
Alphabet	x						
Oral Language	x						
Picture Word Association	x						
Story Time	x						
Phonics/Spelling		x	x		x	x	x
Language Experience		x	x				
Academic, Cultural Art and Current Events		x	x				
Patterning		x					
Decoding in Context				x			
Composition, Fluency/Accuracy				x			
Composition					x		

The modules taught by grades are:
(continued)

	Grade						
	Kgn.	1	2	3	4	5	6
Composition Writing						x	x
Research Practicum				x			
Study Skills					x	x	x
Recreational Reading		x	x	x	x	x	x

Instructional Environment:

The environment in each participating classroom should reflect key elements of the program. Some of the key elements expected in any field observation of the Success Program in action would be the following:

(1) Adherence to posted schedule;

(2) whole class teaching during preliminary discussion period (approx. 10 minutes);

(3) contact with each child during the writing phase of modules (individualized instruction);

(4) continuous display of charts;

(5) display of charts with students' vocabularies (words, word clusters, sentences, paragraphs);

(6) use of a wide variety of printed materials (newspaper, magazines, library books, textbooks, charts, product labels, etc.);

(7) development of independently written materials (factual and creative);

(8) fostering independence (proofreading and scoring);

(9) promoting accountability (daily filing of papers by students themselves).

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* See observational checklist used in determining implementation levels of Success classes, Appendix J.

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General Objectives of Success Program

The three main objectives of the Success Program are to develop in the learner reading and writing skills in the cognitive domain and the development of a positive self-concept in the affective domain. The Success manuals for each grade delineate specific achievement expected in the aforementioned areas, by grade level.

By the end of the school year each Success student should have experienced the following:

	Grades					
Reading Opportunities	1	2	3	4	5	6
o 300/350 library books	300	300	350	350	350	350
o daily newspapers	x	x	x	x	x	x
o current magazines	x	x	x	x	x	x
o textbooks (science, social studies, mathematics and music) primary level/upper-grade	x (primary) only	x (primary and upper grade)	x	x	x	x
o pamphlets, catalogues, etc.	x	x	x	x	x	x
Writing Opportunities						
o daily creative writing	x	x	x	x	x	x
o daily factual writing related to academic content information	x	x	x	x	x	x
o a variety of writing skills emphases		x	x	x	x	x
o words, phrases, paragraphs, and stories containing vocabulary from students in the class	x	x	x	x	x	x
o immediate closure and long-term writings		x	x	x	x	x
o daily proofreading checks		x	x	x	x	x

	Grades					
	1	2	3	4	5	6
Affective Opportunities						
o Success in Academic Pursuits	x	x	x	x	x	x
o Positive and protective attitude toward school, teacher, classmates	x	x	x	x	x	x
o A positive self-concept relating to past, present, and future learning experiences	x	x	x	x	x	x

History of the Success Program in the District of Columbia Public Schools

1978-79 Pilot Project

The Success in Reading and Writing Program was piloted in the second semester (Jan. 29-June 14, 1979) in 6 schools of Region V in the District of Columbia Public Schools. There were 18 classes with an approximate enrollment of 450 students. The eighteen classes were located in 6 different schools. Each school had a first, second and third grade class.

The evaluation of the Success in Reading and Writing Pilot Project during school year 1978-79 disclosed interesting aspects of its implementation and provided substantial baseline data for more comprehensive evaluation. The 1978-79 evaluation made many recommendations to improve the program, one of which was to provide training and technical assistance to the teachers using it.

1979-1980 Pilot Project

The Success Program was expanded during the SY 1979-80 to encompass six regions of the D.C. Public Schools. There were 66 teachers in 21 schools teaching kindergarten through fourth grade as of September 1979. Principals and teachers from participating schools received training from Dr. Adams.

The evaluation of the Success Program for SY 1979-80 disclosed the following:

(1) The reading achievement gains of the Success group (on the Comprehensive Test of Basic Skills) were significantly higher than that of the comparison group;

(2) The teachers were satisfied with the program for a variety of reasons;

(3) Although the comparison group wrote better than the Success group in the writing exercise, the results were to be reviewed cautiously. The evaluator was not in charge of administering or collecting the samples from the two groups. It appeared as if the comparison sample did more "selecting out" of low quality papers than the Success sample.

(4) There was a significant difference between the pre-test and post-test means of third grade Success students on the Estes Attitude Scale which was administered to measure reading attitudes. These results indicated that the Success group had developed a more positive attitude toward reading over the school year.

1980-81 Success Program

There were 32 elementary schools and 83 classrooms in the Success program. The Success Program was expanded to 30 classrooms in 15 junior high schools systemwide in February 1981. No formal evaluation was prepared for the 1980-81 school year.

1981-82 Success Program

The 1981-82 project included 88 classrooms in 39 elementary schools, grades K-4. There were 41 classes at 23 junior high schools. Four special education teachers also participated. The project director having worked with the program intermittently since its inception, came on board on a full-time basis as of February 1982. The principals and teachers from participating schools (elementary and junior high) received training from Helen Cappleman (Dr. Adams' successor).

The evaluation of the Success Program for SY 1981-82 disclosed the following results;

(1) First and second grade Success and comparison groups did not differ significantly in their reading performances as measured by the California Achievement Test (CAT). The third grade Success groups had a significantly greater reading achievement gain than the comparison group on the CAT.

(2) Teachers appeared satisfied with many aspects of the Success Program but there were some problems.

(3) Principals of the sample indicated satisfaction with the Success Program.

(4) The Success groups (composed of third and fourth grade classes) had significantly more positive attitudes toward reading than the comparison group as measured by the Estes Attitude Scale.

1982-83 Success Program

The Success Program was used in 45 elementary and 23 junior high schools. At the elementary level, 74 teachers taught the Success Program on a full-time basis; 22 teachers used the Success Program partially. Seven special education teachers participated in the program.

For the first time, the Success Program had a director for the entire school year. Many staff development activities were arranged by the director for the SY 1982-83. These activities included training sessions and demonstration lessons on all grade levels involved.

Results of the 1982-83 Success evaluation are as follows:

(1) The mean achievement scores of third grade Success students on the CTBS were significantly higher than those of the comparison group.

(2) Statistically significant differences in pre-test and post-test means on the Estes Reading Attitudes Scale were observed for third and fourth grade Success students.

(3) Statistically significant difference in means between third and fourth grade Success and comparison groups on the writing exercise were observed.

(4) Elementary teachers (grades 1-6) appeared satisfied with the Success Program. Junior High teachers reported satisfaction and a number of concerns about use at that level.

(5) Principals of Success classes reported satisfaction with the program.

(6) The Success Program had a positive impact on student promotions.

1983-84 Success Program

The 1983-84 Success Program was in operation in 54 elementary schools by 134 teachers from pre-kindergarten through sixth grade. Due to the lack of program participation, an evaluation of the junior high school level was not conducted. An attempt was made to evaluate the Success Program as used in the Adult Education program. However, due to attrition and low and irregular attendance of the adult students, a meaningful evaluation at this level also was not possible. Results of the evaluation of the Success Program at the elementary level for SY 1983-84 were as follows:

(1) There was no statistically significant difference in mean CTBS reading achievement scores at the third grade level between Success and comparison groups.

(2) The Success Program had a positive impact on student promotions.

(3) There was a statistically significant difference between second grade Success and comparison students' performances on a creative writing exercise.

(4) Students of grades 3-6 reported satisfaction with the Success Program in questionnaire responses.

(5) Pre-kindergarten and kindergarten teachers reported satisfaction with the Success Program in questionnaire responses.

(6) Teachers of grades 1-6 reported satisfaction with the Success Program in questionnaire responses.

(7) Principals who responded reported satisfaction with the Success Program in questionnaire responses.

1984-85 Success Program

The 1984-85 Success Program operated in 59 elementary schools, 177 classes. For the first time, an attempt was made to determine the effects of continued Success participation and the effects of the interaction between achievement level and method of instruction. Results of the evaluation of the Success Program for SY 1984-85 are as follows:

(1) There was no statistically significant difference in the performances of Success and comparison third graders in the sample on the CTBS reading achievement measure.

(2) No statistically significant difference was found between Success and comparison third graders' performances on the CTBS language achievement measures.

(3) No statistically significant differences between Success and comparison third graders were found in an analysis of the interactional effect of achievement level and method of reading instruction.

(4) Statistical analysis revealed no significant differences in mean writing performance ratings across third grade Success and comparison groups.

(5) Success Program teachers report satisfaction with that method of instruction as evidenced from questionnaire responses.

(6) Third and fourth grade students responding to a questionnaire reported satisfaction with the Success Program and favor its use.

(7) Principals responding to a questionnaire reported overall satisfaction with the Success Program and a desire for its continued use at their schools.

(8) Proportionately, the promotion rate for the Success third grade sample was not greater than the system-wide promotion rate.

(9) A highly statistically significant difference was observed between the reading attitudes of Success and comparison third graders, favoring the Success group.

(10) No statistically significant differences were found between Success- continuing and comparison group fourth graders' performance on reading and language measures. A highly satistically significant difference was observed in the writing performances of the two groups, favoring the Success group.

1985-86 Success Program

The 1985-86 Success in Reading and Writing Program was implemented, to varying degrees, in 65 elementary schools, 191 classes. The program, within the Instructional Services Center (I.S.C.), is staffed by a full-time director and a part-time evaluation consultant, 1/. Clerical support for the program is provided by the I.S.C. The Division of Quality Assurance provides technical assistance and facilities to the evaluation consultant for data processing.

EVALUATION DESIGN

Certain design considerations aimed at gaining greater control of relevant variables for more accurate measurement influenced modifications of the 1984-85 evaluation design. 2/. Sampling procedure was altered at that time to include only schools having absolutely no history of Success use in the comparison sample to possibly gain more control of confounding variables related to communications and/or collaboration among teachers within a school. Additionally, an attempt to partition the variance between achievement levels of students was also built into the design of the 1984-85 evaluation. The student, teacher, and principal questionnaires

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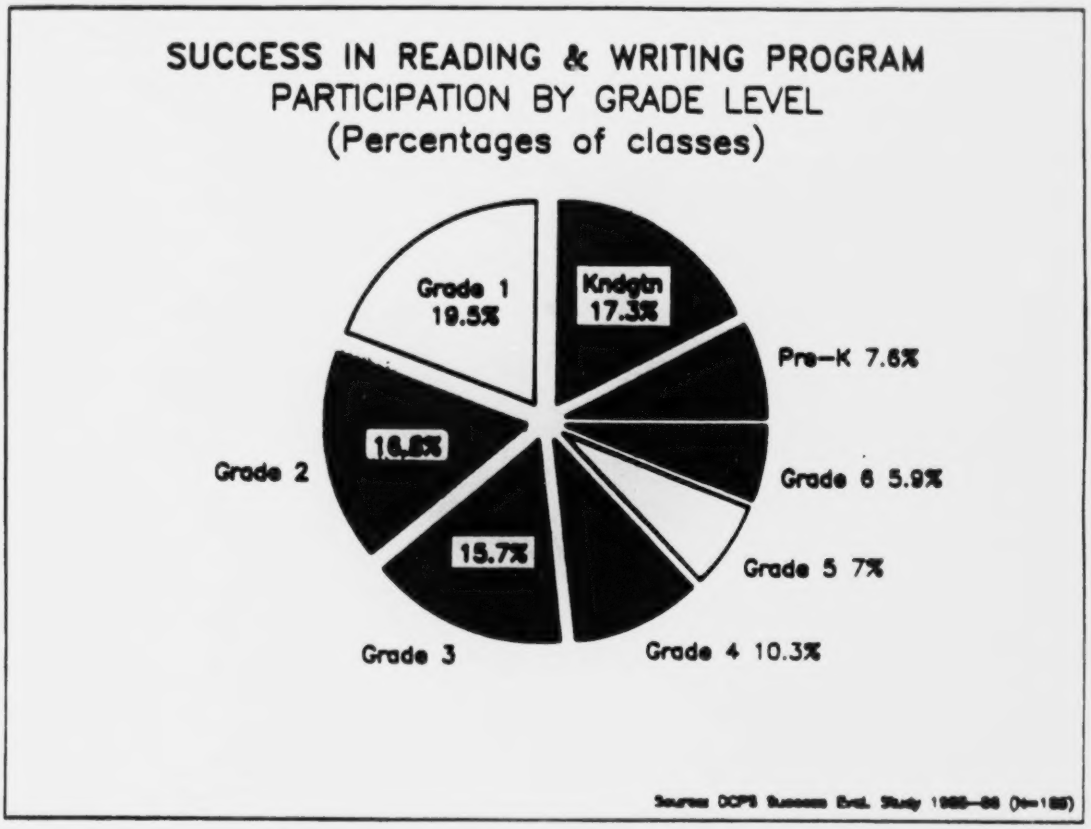
1/ A list of the activities conducted by the director of the program, relative to its operation for SY 1985-86 may be found in Appendix C.

2/ See 1984-85 Success Final Evaluation Report for more detailed description.

Figure 1



Source: DCPS Success Eval. Study 1988-89 (N=185)

*Note: Percentages based on 185 classes, not including school-based reading specialists.

were also modified to yield more data with the inclusion of open-ended items.

In the present evaluation effort, it was determined that the 1984-85 evaluation design was basically a sound one, methodologically and practically. However, a decision was made to include in the comparison sample of the 1985-86 evaluation several classes from schools participating in the Success program, but not participating at third grade level. As the Success Program spreads, the pool of pure non-Success comparison schools shrinks. The schools referred to here were schools having teachers new to the Success Program. It was felt that the probability of "contamination" of the comparison sample was not great enough to justify the elimination of classes from that group. The basis for this assumption also emerged from interviews with teachers who related that there was very little if any communication between teachers of different grade levels, especially, concerning teaching methods. This was due, primarily, to time constraints.

Another modification to the previous design involves inclusion of additional analyses to examine the individual skill components of the reading and language measures across the treatment groups (i.e., vocabulary, comprehension, mechanics, expression, and spelling). A pretest-postest analysis of writing achievement was used in the present evaluation. Other analyses were of a two-groups, postest-only structure. (Consult Appendix B for a complete chart of the evaluation design.)

Objectives

The objectives for the 1985-86 Success in Reading and Writing Program Evaluation are as follows:

1. To measure the effectiveness of the Success program in improving the reading performance of students participating in that program.
2. To measure the effectiveness of the Success program in improving language performance of students participating in that program.
3. To measure the effectiveness of the Success program in improving writing performance of students participating in that program.
4. To measure the effectiveness of the Success program in improving the reading attitudes of students participating in that program.

Objectives (con't.)

5. To determine the impact of the Success program upon the promotion/retention rates of students participating in that program.

6. To measure the effectiveness of the Success program in improving the reading achievement of those fourth grade students having participated in that program at least two prior consecutive years.

7. To measure the effectiveness of the Success program in improving the language achievement of those fourth grade students having participated in that program at least two prior consecutive years.

8. To determine student satisfaction with the Success program.

9. To determine teacher satisfaction with the Success program.

10. To determine principal satisfaction with the Success program.

Methodology

Sampling Procedure

The list of all Success program participants for SY 1985-86 was consulted. From direct observations of the program director and information gathered from Success program records, length of program participation was established for each teacher. Only teachers having at least two years of experience in Success program use were considered for inclusion in the present sample. This criteria was established by the program director and the present evaluator, based upon experience with the program, its non-traditional nature, and consideration of a reasonable amount of time required by teachers to achieve a high degree of facility in its use. The third grade level was identified as having the most teachers meeting this criteria and evidencing the most consistency of program implementation. Current testing policy of the District of Columbia Public Schools made available criterion measurement data for third, fourth, and sixth graders systemwide in the form of standardized achievement test scores. The Comprehensive Test of Basic Skills (CTBS) was administered in Spring, 1986.

Success program participation at the fifth and sixth grade levels is sparse at the present time. It was assumed, based upon widely accepted developmental theory, that children of the third grade level and above would generally be able to provide more substantial and more interpretable writing samples than younger students. Therefore, it was determined that the probability of obtaining the most representative sample of Success classes would be greatest at the third grade level, with the availability of validated reading and language measurement data.

Third grade teachers of Chapter One schools having at least two full years of Success Program experience were listed to be observed directly to determine their level of implementation. Classes were observed in a random order by the program evaluator. All observations were unannounced, at which time each Success classroom scenario was compared against an implementation checklist of key elements of the program. (An example of the checklist may be found in Apendix J). Additionally, a standardized interviewing technique was employed to assist in this determination. This technique, Levels of Use (L.O.U.) is a component of an interviewing system, the Concerns-Based Adoption Model (CBAM), that "assumes change to be a highly personal and lengthy process, one that affects individuals differently." 3/ L.O.U. is a dimension of the model which describes the behavior of individuals as they become more familiar with and more skilled in using an innovation. In the present study, the Success in Reading and Writing Program was considered the innovation. The L.O.U. procedure involved interviewing Success teachers using standardized questions. This technique, however, provides some flexibility in the order in which the questions may be asked, encouraging more complete and detailed responses. Teachers were interviewed at the time of observation by the program evaluator. 4/ All interviews were tape-recorded in accordance with the design of the L.O.U. technique. Data gathered in the interviews was used to determine the Level of Use (degree of implementation of the innovation) for each teacher. Only teachers identified as operating at the "routine" level of use (Level IV-A) were included in the sample, in that they would most likely be those teachers implementing the Success Program, such that the integrity of the fundamental design was maintained. All observations and interviews were conducted during the months of October, November, and into December. Upon completion of observations and interviews,a list of high-implementing Success classes was derived. All school regions of the city were represented in the sample. 5/

3/ S.F. Loucks, B.W Newlove, and G.D. Hall Measuring Levels of Use of the Innovation: A Manual for Trainers, Interviewers, and Raters.(Austin, Tx.: R & D Center for Teacher Education, The University of Texas at Austin, 1975).

4/ Success Program evaluator was trained and certified in the L.O.U. technique by the DCPS Division of Staff Development in September, 1985.

5/ Figure 2 displays schools included in the sample, by region.

Selection of a comparison group proceeded from the compilation of a list of those Chapter I schools either having a history of absolutely no Success Program participation or whose Success participation was not on third grade level and teachers not experienced in the program (new to the program). Effort was made to control for socioeconomic status factors by selecting a comparison sample of relatively the same SES composition as the Success sample. This was accomplished through the use of a document produced by the Division of Quality Assurance, D.C.P.S. entitled Selection of Eligible Chapter I Attendance Areas for the District of Columbia SY 1985-86. The table labeled Ranking of Elementary Attendance Areas Eligible for the Expenditure of ECIA Chapter I Funds for SY 1986 Based Upon the Number and Percent of Economically Disadvantaged Students Enrolled in Accord with the U.S. Department of Education Guidelines was the specific reference consulted in this procedure. All of the above sampling procedures were also followed in the selection of a sample of fourth grade veteran-Success students for an analysis of a longitudinal nature.

In addition, the principals of several known (based on previous studies) high-implementing schools, having Success participation on the first through fourth grade levels were asked to identify those Success fourth graders in their respective schools who had been taught in the Success Program consecutively in second and third grade, as well (veteran-Success students). This information facilitated sample selection pertaining to objective #6.

Letters were sent by the Success Program Director to all schools considered for sample inclusion. The letter generally introduced the evaluation intentions and asked for the cooperation of principals and teachers. Subsequent to the above sampling procedures, a telephone call was placed to each of the selected comparison schools by the program evaluator to confirm willingness to participate in the evaluation. The final sample selection was then completed. Figure 2 displays schools included in the sample, by treatment group and by region.

Figure 2

SCHOOLS OF SUCCESS EVALUATION SAMPLE (1985 - 86)

REGION	SUCCESS	COMPARISON
A	Garrison	Montgomery
	M. L. King	Savoy
	Birney	McGogney
	Leckie	Turner
		Patterson
B	Powell	
	Takoma	
	LaSalle	
C	H. D. Cook	Park View
	Gage-Eckington	M. Reed
	Bunker Hill	Lewis
	Meyer	Tubman
D	Ludlow-Taylor	

Steps in Sequence

In January, letters went out from the Success Director to all teachers of the sample asking them to administer a writing exercise to their third (and/or fourth) grade classes, using as a topic: "If I could change places with anyone in the world, I would be ......" tell why. Teachers were ask to administer the writing exercise by a given date for uniformity. Additionally, they were asked to conduct a short pre-discussion period just prior to the actual writing period, which was to be no longer than 30 minutes in duration. Teachers were instructed to include all papers, regardless of quantity and/or quality of the writing. Return-addressed envelopes were provided each teacher for returning essays. Returned essays were coded by class, prior to being rated, having no teacher or school identification visible on them. This precaution was taken to control for possible rater bias. The essays were then randomly given to two raters by the evaluator. The Success program director and a volunteer assistant, both reading specialists, served as raters of the writing exercise compositions. The papers were rated on a scale of 1-4 with 4 representing the rating of highest quality. Criteria for rating included clarity of expression and cogency. Each rater read each paper, reaching a consensus on discrepant ratings. This method of scoring is the holistic method, described as one in which a "whole" or overall impression of the composition is attained. (For more detail on the holistic rating method see Appendix E.) All data was analyzed, by hand, by the program evaluator using inferential statistics (t-tests for independent samples and t-test for correlated samples in the gain analysis).

In April, an identical procedure was followed in the gathering of "posttest" direct writing data. It was anticipated that compositions of greatly reduced quality and quantity might likely be received if the January writing topic was retained, due to lack of motivation associated with the recall of that topic. The topic used in the posttest writing exercise was "The most memorable day of my life was when ..." (Tell why. Describe what happened.)

A certain degree of error is inherent in a change of topic, due primarily to the possibility of differential levels of motivational variables associated with the topics. It is also widely recognized in the profession that topics which call for responses in different rhetorical modes often require somewhat different skills (Charney, 1984; Hoetker, 1982; Lloyd-Jones, 1977; White, 1985). 6/ Consistency of the design of essay topics is essential for "fair" comparison among experimental groups. The topics used in the present evaluation were of the "exposition" type. It should be noted that most of the research in this area has been done at the high school and college level. It was assumed that the same concerns and processes apply to writers at all levels.

In May, all classroom teachers of the sample were mailed *Estes Reading Attitude Scales* to be administered and returned to the *Success* evaluator. All completed instruments were scored by the program evaluator and program director. The program evaluator analyzed the data utilizing a t-test for independent samples.

In May, questionnaires were mailed to all *Success in Reading and Writing Program* participants. Each *Success* teacher, principal, and student were sent the appropriate questionnaire to be completed and returned to the *Success* director no later than June 13th, 1986. Preaddressed return envelopes were provided to teachers and principals for all materials. In July, all questionnaire data was compiled and analyzed by the program evaluator. Descriptive statistics were computed for all questionnaire responses and comprehensive lists of all recommendations were generated, by group (i.e., students, teachers, principals).

6/ See Charney, D. (1984). The validity of using holistic scoring to evaluate writing: A critical overview, *Research in the Teaching of English*, 18, 69-71 and Hoetker, J. (1982). Essay examination topics and students' writing. *College Composition and Communication*, 33, 377-392.

In June, CTBS reading and language test data was obtained from the Office of Student Assessment of the Division of Quality Assurance (DCPS) pertaining to all third and fourth grade students in the sample. The raw data in the form of total reading and writing scores and subscale scores (reading and language skill areas) were entered into a mainframe computer by the evaluator and analyzed using the Statistical Package for Social Science (SPSS) program.

Promotion/retention data for all Success students in the evaluation sample was obtained from the Division of Quality Assurance. This data included promotion and retention rates of the individual Success classes of the sample, as well as that information for the entire schoolwide third and fourth grade population. Further, information was provided to identify those students who were retained due to reading deficiencies. All data was analyzed by the program evaluator, using descriptive statistics.

RESULTS

Objective 1

To measure the effectiveness of the Success Program in improving the reading achievement of students in that program.

A t-test to determine the significance of variance between Success and comparison group means was performed using available reading achievement data. The criterion level of statistical significance was set at 0.05. Data was collected for 15 third grade Success classes from 13 schools and 12 comparison classes from 9 schools. Table 1 displays the result of this analysis.

Table 1

Reading Achievement of Third Grade Success and Comparison Students Based on Total Reading Scores.

Group	No of Cases	Means	S.D	T-value	Level of Significance
Success	320	58.04	15.96	2.44	** Significant beyond .01 level
Comparison	261	54.73	16.69		

Summary:

The t-value of 2.44 indicates a highly statistically significant difference in Success and comparison group performance on CTBS total reading scale, in favor of the Success group. The Success group performed significantly better on this measure than did the comparison group, demonstrating greater reading achievement.

The reading achievement scale of the CTBS is composed of vocabulary and comprehension subscales. A separate t-test was performed on data for each of the subscales, comparing the treatment and comparison groups. These analyses were performed to determine if one of the skill areas (vocabulary or comprehension) was more responsible for the variance between groups.

Objective 1 (con't)

Tables 2 and 3 below display the results of these analyses.

Table 2

Reading Achievement of Third Grade Success and Comparison Students Based on Vocabulary Subscale Scores.

Groups	No. of Cases	Means	S.D.	T - value	Level of Significance
Success	320	28.45	7.44	3.83	** Significant beyond the .001 level
Comparison	263	26.03	7.74		

Summary:

The t-value of 3.83 indicates a highly statistically significant difference in third grade Success and comparison group performance on the vocabulary subscale of the CTBS, in favor of the Success group. The Success group evidenced greater vocabulary achievement than did the comparison group.

Table 3

Reading Achievement of Third Grade Success and Comparison Students Based on Comprehension Subscale Scores.

Groups	No. of Cases	Means	S.D.	T-value	Level of Significance
Success	320	29.59	9.80	1.16	Not Significant
Comparison	261	28.64	9.78		

Summary:

The t-value of 1.16 indicates that no statistically significant difference was observed in the performances of the two groups on the comprehension achievement subscale. The Success and comparison groups performed at the same level on the measure. Therefore, the difference in Success and comparison group performance on the vocabulary subscale is responsible for the variance observed in the analysis of total reading achievement between groups.

Objective 2:

To measure the effectiveness of the Success Program in improving the language achievement of students participating in that program.

A t-test to determine the significance of variance between Success and comparison group means was performed using available language achievement data. The criterion level of statistical significance was set at 0.05. Data was collected for 15 third grade Success classes from 13 schools and 12 comparison classes from 9 schools. Table 4 below displays the result of this analysis.

Table 4

Language Achievement of Third Grade Success and Comparison Students Based on Total Language Scores.

Groups	No. of Cases	Means	S.D.	T-value	Level of Significance
Success	314	70.17	14.44	-0.05	Not Significant
Comparison	259	70.23	14.23		

Summary:

The t-value of -0.05 indicates that there is no statistically significant difference between third grade Success and comparison group performance on the total language achievement scale. Both groups demonstrated the same level of achievement on this measure.

The language achievement scale of the CTBS is composed of three subscales. A subscale to measure skill in expression, a subscale to measure skill in language mechanics, and another to measure spelling skills are represented in the total language achievement score.

An analysis of each of these skill areas was performed individually to determine if Success and comparison groups differed significantly in one or another of these areas. Tables 5-7 below report the results of these additional analyses.

Objective 2 (con't)

Table 5

Language Achievement of Third Grade Success and Comparison Students Based on Mechanics Scores

Groups	No. of Cases	Means	S.D.	T-value	Level of Significance
Success	315	14.33	4.23	-1.12	Not Significant
Comparison	261	14.75	4.53		

Summary:

The t-value of -1.12 indicates that there is no statistically significant difference between the sample group means on the mechanics subscale of the language achievement measure. The Success and comparison groups demonstrated the same level of achievement on this subscale. Table 6 below presents the results of the language/expression analysis.

Table 6

Language Achievement of Third Grade Success and Comparison Students Based on Expression Scores

Groups	No. of Cases	Means	S.D.	T-value	Level of Significance
Success	316	21.45	5.55	-0.83	Not Significant
Comparison	260	21.83	5.14		

Objective 2: (cont)

Summary:

The t-value of -0.83 indicates that there is no statistically significant difference in performance of Success and comparison third graders on the expression subscale of the language achievement measure. The two groups demonstrated the same level of achievement on this subscale. Table 7 below reports the result of the spelling analysis.

Table 7

Language Achievement of Third Grade Success and Comparison Students Based on Spelling Scores

Groups	No. of Cases	Means	S.D.	T-value	Level of Significance
Success	319	34.19	7.12	0.83	Not Significant
Comparison	260	33.70	6.81		

Summary:

The t-value of 0.83 indicates that there is no statistically significant difference in the performance of Success and comparison third graders on the spelling subscale of the language achievement measure. The treatment groups demonstrated the same level of achievement on this subscale.

Objective 3:

To measure the effectiveness of the Success Program in improving the writing achievement of students participating in that program.

In January and in April, classroom teachers of the sample conducted writing exercises on topics specified by the program director and evaluator. Ratings of these compositions provided data for the writing achievement analyses. Due to insufficient comparison group posttest data for the third and fourth grade sample, a comparison of gain between the two groups could not be performed. A gain analysis was performed for the Success group, for which there was more complete data. A t-test for non-independent (correlated) groups was the statistical procedure used used for this particular analysis. A t-test for independent groups was used to analyze the January writing performances of the Success and comparison groups. Similar analyses were conducted on third and fourth grade data. Tables 8-10 report the results of these analyses.

Table 8

Writing Achievement of Third Grade Success and Comparison Students (January Writing Exercise)

Groups	No. of Cases	Means	S.D.	T-value	Level of Significance
Success	243	1.80	0.85	4.55	** Significant beyond .001 level
Comparison	95	2.21	0.82		

Summary:

The t-value of 4.55 indicates a highly statistically significant difference between Success and comparison group writing achievement on the third grade level, after five months of instruction. This result is in favor of the comparison group.

*Note: The foregoing results should be interpreted with caution due to the probability of the "selecting-out" of certain compositions, particularly in the comparison group. The numbers of compositions received from some comparison classes indicates the likelihood of this occurence.

Objective 3: (con't)

Table 9 below reports the result of the writing gains analysis conducted on Success group data collected in January and April.

Table 9

Writing Achievement Gain of Success Third Grade Students Based on Pretest-Posttest Writing Exercises (January and April)

Time of Testing	No. of Cases	Means	S.D.	T-value	Level of Significance
January	88	2.00	0.98	4.91	** Significant beyond the .001 level
April	88	2.56	0.94		

Summary:

The t-value of 4.91 indicates a highly statistically significant difference between the writing achievement of Success third graders in writing exercises conducted in January and in April (i.e., mid-year and end of school year). The Success third graders wrote significantly better in April than they did in January .

Note: A portion of the variance observed is possibly due to differing motivational or stimulus effects of the two different topics used in the writing exercises. This represents a certain degree of error variance.

Table 10 reports the results of the analysis of fourth grade veteran-Success and comparison group writing achievement, measured in January. The selected Success fourth graders were students who had been taught reading through the use of the Success Program on the second and third grade levels (veteran-Success students).

Objective 3: (con't)

Table 10

Writing Achievement of Fourth Grade veteran-Success and Comparison Students (January Writing Exercise)

Groups	No. of Cases	Means	S.D.	T-value	Level of Significance
Success	50	2.66	0.92	4.52	** Significant beyond .001 level
Comparison	78	2.02	0.84		

Summary:

The t-value of 4.52 indicates a highly statistically significant difference between the fourth grade veteran-Success and comparison group writing achievement on the January writing exercise, in favor of the Success group.

Note: There appeared to be less "selecting-out" of compositions across the groups on the fourth grade level, as evidenced from the numbers of compositions received for each class included in the sample.

Objective 4:

To measure the effectiveness of the Success Program in **improving the reading** attitudes of students participating in that **program.**

In May, 1986, classroom teachers of the Success and comparison third grade students included in the sample administered the Estes Reading Attitude Scale, a "Likert-type" instrument designed to determine the quality of the reading attitudes of respondents. The instrument is scored on a scale of 20-100 with higher scores indicating more favorable reading attitudes. [7] A t-test was conducted to determine significance of the difference between Success and comparison group means on this measure. Table 11 displays the result of this analysis.

Table 11

Reading Attitudes of Third Grade Success and Comparison Groups

Groups	No. of Cases	Means	S.D.	T-value	Level of Significance
Success	185	81.82	2.63	2.31	** Significant beyond the .02 level
Comparison	203	79.18	3.38		

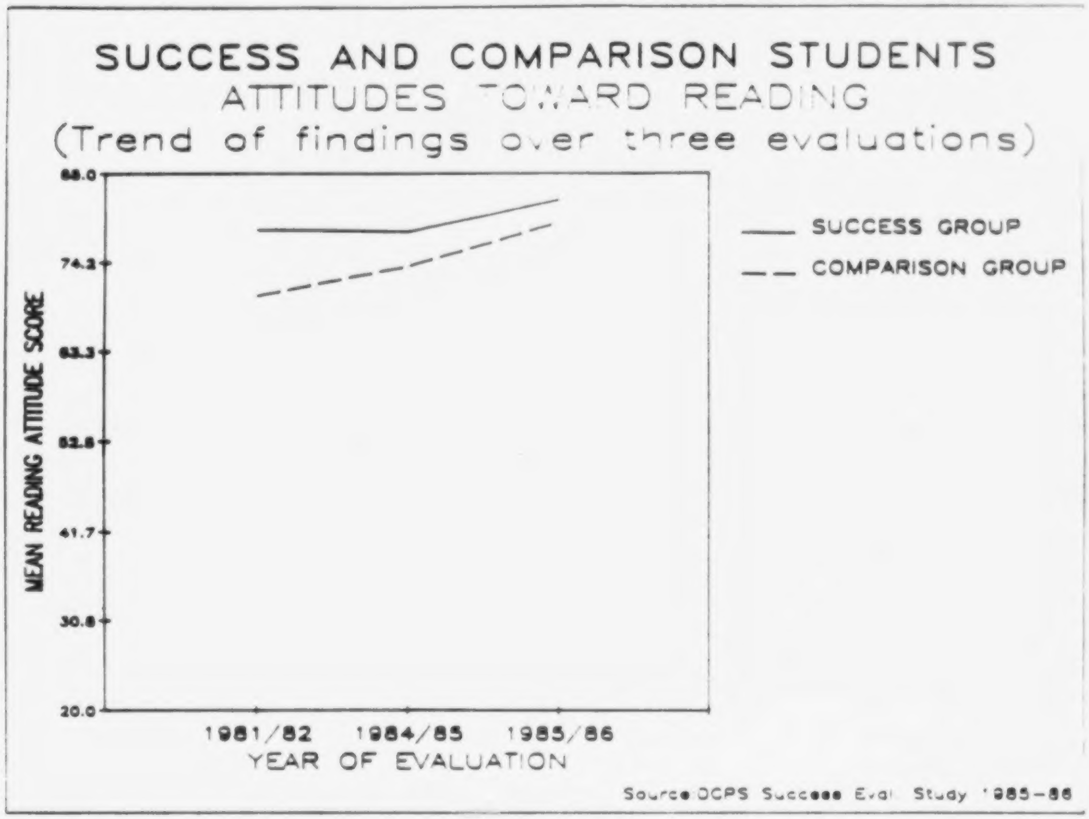
Summary:

The t-value of 2.31 indicates a highly significant difference between the reading attitudes (attitudes toward reading) of third grade Success and comparison students of the sample, in favor of the Success group. The Success third graders evidenced significantly more favorable attitudes toward reading than did the comparison third graders.

7/ See Appendix D for a review of the Estes Attitude Scales, including validity and reliability data.

As shown in Figure 3, posttest-only analyses of student attitude toward reading, as measured by the Estes Reading Attitude Scale, conducted during evaluations of schoolyears 1981-82, 1984-85, and 1985-86 indicate that Success third grade students have consistently recorded higher average scores than comparison students.

Figure 3



SUCCESS AND COMPARISON STUDENTS
ATTITUDES TOWARD READING
(Trend of findings over three evaluations)

Source:DCPS Success Eval. Study 1985-86

*Note: Each of the three evaluations referred to above involved a different sample of students. Therefore, some degree of error variance may be attributable to differences in group and individual characteristics (within-subject). It should be noted that this figure does not represent repeated-measures of the same students.

Objective 5:

To determine the impact of the Success Program on the promotion/retention rates of those students participating in that program.

Promotion/retention data was obtained for Success and comparison classes included in the sample. Numbers of students having reading deficiencies were also obtained for this sample. Promotion/retention data was also obtained for elementary classes (grades 1A-6B) systemwide. Percentages of students promoted, retained, and indentified as having reading deficiencies were computed for each group. Table 12 below displays numbers and percentages of retentions, promotions, and reading deficiencies by group.

Table 12

Promotion/Retention Rates of Third Grade Success, Comparison, and Students Systemwide with Percentages of Reading Deficiencies.

GROUP	Promoted	RETAINED	READING DEFICIENCIES
	Number/ %	Number/ %	Number/ %
Success (N=366)*	348 (95.1%)	15 (4.1%)	19 (5.2%)
Comparison (N=411)*	375 (91.2%)	30 (7.3%)	55 (13.4%)
Systemwide (Grades 3AT-3B) N=6,187*	5,729 (92.6%)	458 (7.4%)	1,039 (16.8%)
(Grades 1A-6B) N=35,782*)	33,206 (92.8%)	2,576 (7.2%)	

*Does not include special education students assigned to a regular classroom who do not participate in a full SPP program nor non-English speaking students for whom a SPP grade designation could not be given.

Objective 5: (con't)

Summary:

Promotion/retention/reading deficiency data for *Success* and comparison group third graders and third graders systemwide indicate differential proportions for each group. As shown in Table 12, approximately 95% of the *Success* group third graders were promoted, as compared to 91% of the comparison group. Systemwide, approximately 93% of the third grade population were promoted and 7% of the students were retained. Approximately 4% of the *Success* group was retained, as compared to 7% of the comparison group. In comparison of these groups, the percentage of *Success* third graders promoted was slightly greater than similar percentages computed for the other groups. Comparatively, the percentage of *Success* third graders retained was lower than similar percentages for all other student groupings included in this analysis.

Approximately 5% of the *Success* third graders were identified as having reading deficiencies, as compared to 13% of the comparison group third graders and nearly 17% of the third grade population systemwide.

Objective 6:

To measure the effectiveness of the Success Program in improving the reading achievement of those fourth grade students having participated in the program for at least two prior consecutive years, as measured by the CTBS.

Fourth grade Success students who had been exposed to the program in the second and third grades as well as presently (i.e., veteran-Success students), were selected for the analysis. A t-test to determine the significance of variance between Success and comparison group means was conducted using available reading achievement (CTBS) data. The criterion level of statistical significance was maintained at 0.05. Data was collected for 78 Success students and 19 comparison students.

Note: Two comparison classes were dropped from the sample due to some degree of Success use. Table 13 below displays the result of this analysis.

Table 13

Reading Achievement of Fourth Grade Veteran-Success and Comparison Students Based on Total Reading Scores

Group	No. of Cases	MEANS	S.D.	T.VALUE	LEVEL OF SIGNIFICANCE
Success	78	59.39	15.63	2.58	** Significant beyond .01 level
Comparison	19	49.42	12.75		

Summary:

The t-value of 2.58 indicates a highly statistically significant difference in total reading achievement mean scores of the veteran-Success and comparison fourth graders, in favor of the Success group. A difference of approximately 10 points was observed. Veteran-Success fourth graders' total reading achievement was significantly greater than that of comparison fourth graders.

The total reading score is a composite of vocabulary and comprehension subscale scores. Separate t-tests were conducted to compare the achievement of the two groups in each of the reading skill areas that were measured. Tables 14 and 15 below present the results of these analyses.

Table 14

Reading Achievement of Fourth Grade Veteran-Success and Comparison Students Based on Vocabulary Subscale Scores (CTBS).

GROUP	No. of Cases	MEANS	S.D.	T -VALUE	LEVEL OF SIGNIFICANCE
Success	78	27.85	7.65	0.97	Not Significant
Comparison	19	26.00	6.81		

Summary:

The t-value of 0.97 indicates that there is no statistically significant difference in Success and comparison group performance on the vocabulary subscale. Both groups performed at the same level on this measure.

Table 15

Reading Achievement of Fourth Grade Veteran-Success and Comparison students Based on Comprehension Subscale Scores (CTBS)

GROUPS	NO. OF CASES	MEANS	S.D.	T-VALUE	LEVEL OF SIGNIFICANCE
Success	78	31.57	9.06	3.43	** Significant beyond .001 Level
Comparison	19	23.42	10.22		

Summary:

The t-value of 3.43 indicates a highly statistically significant difference between Success and comparison group performance on the reading comprehension subscale, in favor of the Success group. These results identify differential performance of the groups in this particular skill area as being responsible for the statistically significant difference observed in the analysis of total reading achievement. The Success group demonstrated significantly greater achievement in the reading comprehension skill area than did the comparison group.

Objective 7:

To measure the effectiveness of the Success Program in improving the language achievement of those fourth grade students having participated in the program for at least two prior consecutive years, as measured by the CTBS.

As in objective six, data for veteran-Success fourth graders was analyzed. A t-test was conducted to determine the level of significance of variance between Success and comparison group means on the language achievement measure of the CTBS. An analysis of the available total language scores was performed. Total language achievement scores are composites of mechanics, expression, and spelling skill measures. Spelling data was available for 29 of the Success students of the sample. Therefore, total language scores were available for that number of students. Language mechanics and language expression achievement data for all 78 veteran-Success fourth graders of the sample was available. This data was available for 18 students of the comparison group. As in the analysis of objective six, separate t-tests were conducted for each of the three language skill areas. Tables 16 through 19 present the results of these analyses.

Table 16

Language Achievement of Fourth Grade Veteran-Success and Comparison Students Based on Total Language Scores

GROUP	NO. OF CASES	MEANS	S.D.	T-VALUE	LEVEL OF SIGNIFICANC
Success	29	73.48	13.30	3.05	** Significant .004 level
Comparison	18	62.64	7.82		

Summary:

A difference of 10.84 was observed between the two group means. The t-value of 3.05 indicates a highly statistically significant difference between Success and comparison group total-language means, in favor of the Success group. The total language achievement of the veteran-Success fourth graders was significantly greater than that of the comparison fourth graders of the sample.

Table 17

Language Achievement of Fourth Grade Veteran-Success and Comparison Students Based on Language/Mechanics Scores.

GROUP	NO. OF CASES	MEANS	S.D.	T VALUE	LEVEL OF SIGNIFICANCE
Success	78	15.42	4.21	2.75	** Significant .007 level
Comparison	18	12.55	2.79		

Summary:

A difference of 2.98 was observed between the two group means. The t-value of 2.98 indicates a highly statistically significant difference between Success and comparison group means on the language expression subscale of the CTBS. The language/expression achievement of the veteran-Success fourth graders was significantly greater than that of the comparison fourth graders of the sample.

Table 18

Language Achievement of Fourth Grade Veteran-Success and Comparison Students Based on Language/Spelling Scores.

GROUP	NO. OF CASES	MEANS	S.D.	T-VALUE	LEVEL OF SIGNIFICANCE
Success	29	36.62	5.36	2.91	** Significant .006 level
Comparison	18	31.88	5.51		

Summary:

A difference of 4.73 was observed between the two group means on the Language/Spelling subscale of the CTBS. The t-value of 2.91 indicates a highly statistically difference between Success and comparison group means on the language/spelling subscale of the CTBS, in favor of the Success group. The language/spelling achievement of the veteran-Success fourth graders was significantly greater than that of the comparison fourth graders of the sample.

Table 19

Language Achievement of Fourth Grade veteran-Success and Comparison Students Based on Language/Expression Scores

GROUP	NO. OF CASES	MEANS	S..D.	T-VALUE	LEVEL OF SIGNIFICANCE
Success	78	22.57	4.96	2.98	** significant .004 level
Comparison	18	18.61	5.62		

SUMMARY:

A difference of 3.96 was observed between the two group means. The t-value of 2.98 indicates a highly statistically significant difference between Success and comparison group means on the language expression subscale of the CTBS. The language/expression achievement of the veteran-Success fourth graders was significantly greater than that of the comparison fourth graders of the sample.

Results of analyses of the individual language skill achievement scores indicate that the veteran-Success fourth graders of the sample demonstrated significantly greater language mechanics, expression, and spelling skills than the comparison group.

Objective 8:

To determine student satisfaction with the Success Program.

Student questionnaires were mailed to all elementary schools utilizing the Success Program in May, 1986 to be administered by classroom teachers to third, fourth, fifth, and sixth grade students. Of 65 Success schools, 16 schools returned completed student questionnaires, representing a 25% response rate (of schools). Two hundred seven questionnaires were received from third graders, 90 from fourth graders, 33 from fifth graders, and 41 from sixth graders. Response rates by grade level based on average class size of 25 students are as follows: third grade 29%, fourth grade 19%, fifth grade 10%, sixth grade 15%. Percentages of student responses to specific questionnaire items are reported in Table 20 by grade level.

Table 20

Percentages of Affirmative Questionnaire Responses of Success Students by Grade Level

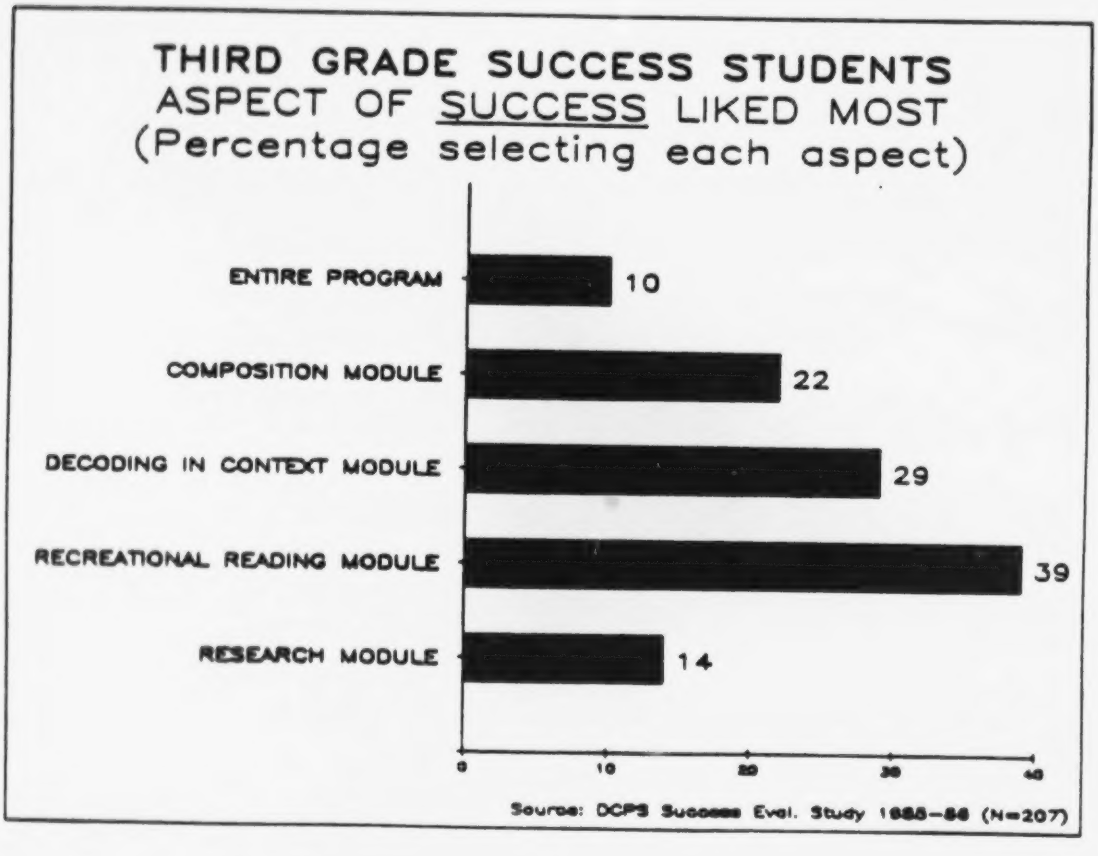
Questionnaire Items		Percent of Student Respondent by Grade		
	3 (N=207)	4 (N=90)	5 (N=33)	6 N=41
I enjoy participating in the Success Program	97%	100%	100%	98%
I would enjoy having the Success Program continue.	93%	97%	97%	95%
The program has helped me with other studies.	87%	97%	97%	95%
The Success Program has made me more confident in my reading	91%	91%	97%	83%
I read more now in my spare time.	84%	82%	82%	73%
I enjoy working with a partner.	89%	88%	79%	80%
Success has enabled me to write better.	71%	63%	61%	68%
I enjoy individual help from the teacher.	94%	83%	88%	83%

Grade Three Students:

Ninety-seven percent of the 207 third graders responding, **reported enjoying** participation in the Success Program; 93% **reported that they** would enjoy having the program continue; 87% **indicated that the** Success Program has helped them with other studies; 91% reported feeling more confident in reading as a result of their Success participation; 84% reported reading more now in their spare time; 87% indicated that they enjoyed working with a partner in class; 88% reported that Success has enabled them to write better; 71% felt that they had sufficient time for writing during the instructional period; 94% reported enjoying the receipt of individual teacher help.

Figure 4 shows percentages of Success third grade respondents selecting each module as that liked best.

Figure 4



THIRD GRADE SUCCESS STUDENTS
ASPECT OF SUCCESS LIKED MOST
(Percentage selecting each aspect)

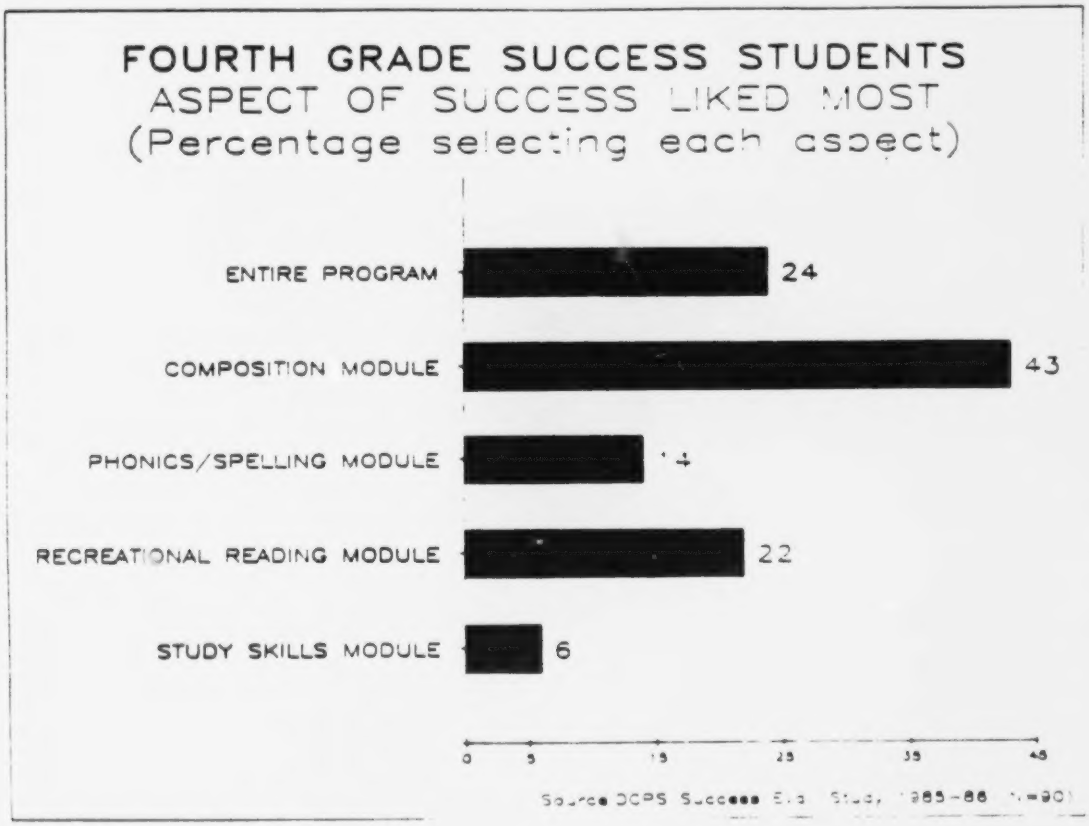
Source: DCPS Success Eval. Study 1985-86 (N=207)

Grade Four Students:

All 90 fourth grade student respondents reported enjoyment of the Success Program; 97% reported that they would enjoy having the program to continue and that the program has helped them with other studies; 91% reported feeling more confident in reading, attributable to Success participation; 82% reported reading more now in their spare time; 88% indicated that they enjoyed working with a partner in class and the same percentage reported that Success has enabled them to write better; 63% felt that they had sufficient time to write during the instructional period; 83% reported enjoyment of individual teacher help.

Figure 5 shows percentages of Success fourth grade respondents selecting each module as that liked best.

Figure 5



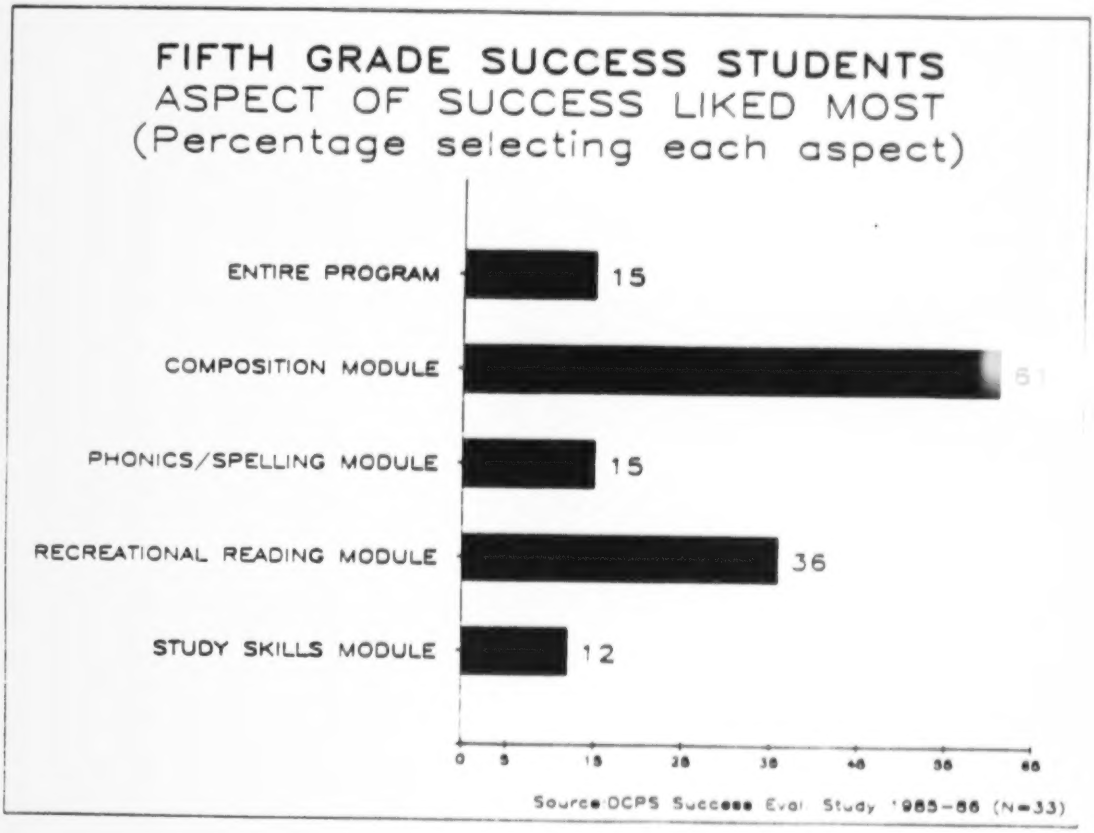
Source DCPS Success Eval Stud, 1985-86 N=90

Grade Five Students:

All 33 fifth grade respondents reported enjoying the Success Program. Ninety-seven percent reported that they would enjoy the continuation of the Success Program, that the program has helped them with other studies and that it has made them feel more confident in reading; 82% indicated that they read more now in their spare time; 79% reported enjoyment of working with a partner in class; 85% reported that the Success Program has enabled them to write better; 61% reported feeling that they have sufficient time to write during the instructional period; 88% indicated that they enjoy individual help from their teacher.

Figure 6 shows percentages of Success fifth grade respondents selecting each module as that liked best.

Figure 6



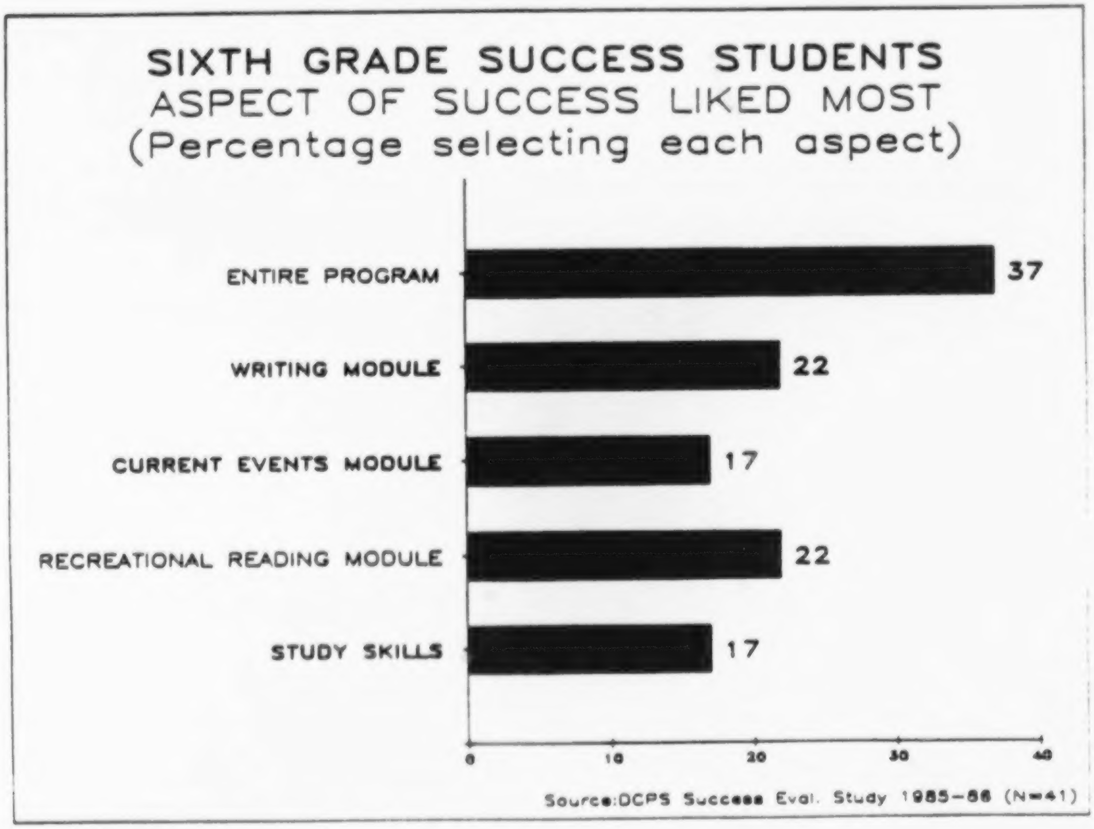
Source:DCPS Success Eval Study 1985-86 (N=33)

Grade Six Students:

Ninety-eight percent of the 41 sixth graders responding reported enjoying the Success Program, that they would like for it to continue and that it has helped them with other studies; 83% reported that the Success Program has made them feel more confident in reading; 73% reported reading more in their spare time; 80% indicated that they enjoy working with a partner in class; 85% reported that the Success Program has enabled them to write better; 68% felt that they had sufficient time to write during the instuctional period; 83% reported that they enjoy individual teacher assistance.

Figure 7 shows percentages of Success six grade respondents selecting each module as that liked best.

Figure 7



Source:DCPS Success Eval. Study 1985-86 (N=41)

Objective 9:

To determine teacher satisfaction with the Success Program.

In May, 1986, questionnaires were mailed to all Success teachers. Completed questionnaires were returned by 55 of 191 pre-kindergarten, kindergarten, and primary grade teachers using the program, representing an overall response rate of 29%. A breakdown by grade level of the response rates in the form of percentages is as follows: Pk-K (28%); Grade 1 (39%); Grade 2 (26%); Grade 3 (31%); Grade 4 (26%); Grade 5 (15%); Grade 6 (36%). Questionnaire data analysis is presented for each grade level in the following tables with individual summaries for each questionnaire item following each table. An overall summary is presented at the end of the section.

Pre-kindergarten and kindergarten teachers

Table 21 displays the mean ratings by which Pk-K teachers represented their level of enjoyment and their perceptions of the level of enjoyment experienced by their students in the use of the Success program, by module. These ratings are on a scale of 1-7, with 7 representing the rating of the highest level of enjoyment.

Table 21

Mean Ratings of PK and K Teachers of Their Perception of the Level of Student Enjoyment and Level of Personal Enjoyment of the Success Modules

(N = 11)

Enjoyment	Picture Word Association Module	Alphabet Module	Oral Reading Module	Story Time Module
Teacher Means	6.3	6.8	5.7	6.5
Student Means	6.0	6.6	5.6	6.6

Summary:

Table 21 indicates that Pk-K teachers and students, as perceived by the teachers, enjoyed the Success modules to a high degree. PK and K teachers reported that the Success program has improved the listening and speaking abilities of their students, with a mean rating of 6.18 on a scale of 1-7, with 7 representing great improvement. One hundred percent of those teachers responding, report that their children are proud of their accomplishments with Success. Ninety-one percent report that their students are learning to associate words with tangible items and intangible concepts in pictures more rapidly with this program than with traditional programs. Eighty percent of these teachers report that their students can read words printed in a variety of materials. Four of the eleven teachers identified the Oral Language Module as a difficult one for them to teach. Two of these teachers felt that this particular module does not hold the children's interest as it is formatted in the Success Manual, preferring lessons with visual aids. The other two offered no explanation for their difficulty. Five of the responding PK and K teachers reported using the Success program exclusively. Teachers reporting the use of other programs cite school requirements to do so, enrichment concerns, and half-day schedules as reasons. Eight of 13 (62%) PK and K teachers reported using at least three Success modules per instructional period, with only one teacher reporting use of all four modules. Nine teachers of this sample (69%) report Success use at least 4 days per week, 6 of them using the program daily. Four of the teachers responding expressed the belief that students of the high achievement level benefit most from the Success approach, with five reporting the average achievement level, two reporting low achievement level, and one not answering the item. All of the teachers responding, indicated an intent to continue use of the Success program next year. Table 22 lists the advantages and disadvantages as stated by these teachers.

Table 22

Advantages and Disadvantages of the Success Program as Stated by Pre-Kindergarten and Kindergarten Teachers

No. of Teachers	Advantages
2	(1) Children recognize words and letters more readily. They are able to identify more objects.
	(2) This program meets CBC guidelines.
2	(3) The Picture-Word Module enhances the children's writing skills.
	(4) The Alphabet Module is thoroughly enjoyed by the children.
	(5) The program is so versatile.
	(6) The Success Program meets the needs of children with wide levels of abilities.
3	(7) It develops listening skills, vocabulary, and helps to organize thinking and time elements. It also develops different language skills, especially the Story Time Module.
	(8) The program influences certain developmental (growth) processes and results at these grade levels.
	(9) Children learn to read earlier and enjoy it.
2	(10) This program offers an excellent avenue for expressive language, perceptual-motor skills and general readiness development.

No. of Teachers	Disadvantages
	(1) Difficulty in finding pictures for the Picture-Word Module without deviating from the recommended list of picture topics.

Recommendations of PK-K Teachers

Following is a list of recommendations offered by some of the pre-kindergarten and kindergarten teachers who responded.

(1) Correlate the topics under the Picture-Word Module with activities and skills taught each month.

(2) Involve more children, that they might receive the benefits of this program.

(3) I incorporate the pictures from the current newspaper and the topics from the manual for the Picture-Word Module, rather than follow the daily outline.

(4) Try using the *Sweet Pickles Reading Readiness Program* with the Alphabet Module and the Picture-Word Module.

(5) Somehow employ visual aids in the reconstruction of the Oral Language Module.

Summary

Pre-kindergarten and kindergarten teachers responding report satisfaction with the *Success* Program. The bases for this determination are as follows:

(A) Teachers registered high personal enjoyment ratings as well as high ratings of perceived student enjoyment in using the *Success Program*.

(B) The greater portion of responding teachers reported using the *Success* Program at least 4 days per week;

(C) The advantages to *Success* Program use, as cited by these teachers, greatly outnumber the disadvantages cited and indicate an appreciation and positive evaluation of the program.

(D) Recommendations are pro-*Success* Program in nature and offer a variety of suggestions for further development and creative implementation of the program.

Table 23 displays mean ratings of teachers of grade 1-6, representing the degree to which they perceived the Success Program as having improved the reading performance of their students.

Table 23

Teacher Perceptions of the Degree to Which the Success Program Has Improved the Reading Performance of Students (Grades 1-6)

	Grades					
	1	2	3	4	5	6
Mean*	5.41	5.87	5.5	6.6	6.0	5.0
N = 46	11	8	8	5	1	3

*Means based upon ratings by teachers on a 1-7 point scale with "1" indicating "Little Improvement and "7" indicating "Good Improvement".

The Elementary teacher responses in the form of the mean ratings reported above indicate that for those teachers responding, the Success Program was considered as having improved the reading performance of their students to a relatively great degree.

Table 24 reports the achievement level of students perceived by teachers as benefiting most by the Success Program approach, by grade level. Table 25 indicates teacher responses regarding the number of days that they utilized the Success Program each week.

Table 24

Achievement Level of Students Benefiting Most From the Success Program

Level of Achievement	Number of Respondents By Grades 1	2	3	4	5	6	Percent
	n=11	n=8	n=8	n=5	n=1	n=3	
High	7	3	2	2	1	1	44
Average	4	4	6			2	44
Low		1					3
All Levels	1		2	3			17

*Note: Calculations of percentages are based upon 36 responding teachers. Several teachers indicated more than one achievement level. Therefore, total percentage do not sum to 100%.

Table 25

Number of Days Per Week Success Program Taught By Grade

Days/Week	Number of Teachers By Grade 1	2	3	4	5	6	%
	(n=11)	(n=8)	(n=8)	(n=5)	(n=1)	(n=3)	
1							
2							
3	4	1	1			1	19
4		3	3	2		1	25
5	7	4	4	3	1	1	56
Total	11	8	8	5	1	3	100

Teachers of this sample not using the Success Program daily indicated the following reasons for not doing so:

Grade One

(1) Attention span of my group of children influenced my not using it daily.

(2) I needed to use a different approach with my slow learners.

Grade One (con't)

(3) I was required to show evidence of basal reader use by every student.

Grade Two

(4) I needed to spend more time on other skills such as social studies and certain math skills.

(5) We use one day for testing and the teaching of test taking skills.

(6) Computer laboratory and other special activities cut into my Success time.

Grade Three

(7) Fridays are used to test and review SPP skills for the week.

(8) Children go to various resource personnel and special classes.

(9) We have assembly programs on Fridays 9/10 of the time.

Grade Four

(10) Testing on Friday of skills covered during the week interferes with the Success schedule.

(11) Special classes prevent us from using the program daily.

Grade Six

(12) Special classes are held, usually on Friday.

(13) The school's scheduling posed a problem.

The greatest number of responding teachers from grades 1 through 5 reported using the program five days per week; 56% of all of the teachers responding reported daily use, across all grade levels. No teacher reported using the Success Program less than 3 days per week.

Table 26 displays the number of teachers, by grade level, reporting the teaching of each of the Success modules during their instructional period.

Table 26

Number of Teachers Teaching All Success Modules During Instructional Period by Grade.

Response	Number of Teachers By Grade						
	1st	2nd	3rd	4th	5th	6th	Pct.
Yes, all modules taught	9	8	7	5	1	2	89
No, all modules are not taught	2	0	1	0	0	1	11
Total responding	11	8	8	5	1	3	100
Percentage/Grade-All Modules	82	100	88	100	100	67	

Eighty-nine percent the responding teachers taught all four Success modules during their instructional period, across all grade levels.

Table 27 reports the number of teachers that indicated having problems in incorporating the Success Program with the Student Progress Plan, by Grade Level

Table 27

Problems Experienced by Teachers in Incorporating the Success Program With SPP, by Grade Level

Response	Number of Teachers By Grade						
	1	2	3	4	5		Pct.
Yes, had problems incorporating SPP with Success	2		1		1	1	14
No, didn't have problems in incorporating SPP with Success	9	8	7	5		2	86
Total	11	8	8	5	1	3	100

Table 27 indicates that of the 36 teachers responding, only, five reported having any problems incorporating the Success Program with the Student Progress Plan. Eighty-six percent of the responding teachers reported not having any problems in incorporating the two programs. Following is a list of the problems reported by teachers, by grade level:

Grade One

(1) Children in transition (especially in September) have to be ready for second grade by mid-year. They must have second semester skills at the beginning of school.

(2) Have problem with materials that are made available.

Grade Three

(3) The timing of the teaching of the modules is not coordinated with the end of the advisories.

Grade Five

(4) Checklists are a problem in that it takes a high degree of organization to use basal readers, reading CBC guide, and the Success Program (but I tried).

Grade Six

(5) The Success Program does not lend itself to the continuity of the SPP.

Table 28 displays the numbers of teachers indicating use of the Success Program exclusively in their reading instruction and those who did not.

Table 28

Frequency of Exclusive Success Program Use

Response	Number of Teachers By Grade						
	1	2	3	4	5	6	%
Yes, using only Success	5	6	2	2	1		44
No, not using Success only	6	2	6	1		3	50
No response				2			6
Total	11	8	8	5	1	3	100

Table 28 indicates that more responding teachers on the first, third, and sixth grade levels report not exclusively using the Success Program in their reading instruction. The proportion is six to two on the third grade level. All three sixth grade teachers responding, reported not using Success exclusively. Forty-four percent of all primary teachers responding, reported using the Success Program exclusively, during their reading instructional period. Fifty percent of the teachers reported not using Success exclusively. Following is a comprehensive listing of advantages and disadvantages of the Success Program as stated by the primary grade teachers in this sample, by grade level.

Of the 36 teachers responding, only two indicated that they do not intend to continue to use the Success Program during the next school year, one of which is a kindergarten teacher, the other a first grade teacher. Four teachers of the sample indicated that they were undecided at the time of questionnaire completion. Two of those teachers taught on the first grade level, the other two on the third grade level. Eighty-six percent (86%) of those responding, intend to continue Success Program use next year. Tables 29 and 30 list advantages and disadvantages of Success Program use, as stated by primary teachers, respectively.

Table 29

Advantages of Success Program as Stated by Elementary Primary Level Teachers, by Grade Level

No. of Teachers by Grade*	Advantages
Grade 1	(a) You are able to work with the entire class at once.
4	(b) Success motivates even the slowest child to want to read.
	(c) There is no basal reader you must stick with.
	(d) It gives every child, regardless of their ability, an opportunity to experience success, no matter how small the success.
2	(e) It increases the language experiences of the children.
	(f) Success allows for creativity on the parts of the teacher and the children.
3	(g) It allows great flexibility.
	(h) It allows children to experience immediate success.
	(i) Children are able to write sentences.
	(j) It is very easy to relate the Oral Language Module to science and social studies.
3	(k) There are so many skills that can be taught from the modules, especially the Phonics/Spelling Module, which I relied on heavily.
	(l) Success provides an already-planned daily reading program.

* Absence of a number indicates that only one teacher expressed this point of view.

No. of Teachers by Grade*	Advantages (con't)
Grade 2	(a) *Success* allows flexibility in subject matter.
	(b) It allows freedom of expression from teacher and students.
	(c) The program frees time that would be spent checking papers, planning, etc.
	(d) This program produces fluent readers, proficient writers, teaches life skills, builds confidence, improves self-image, improves attentiveness, and allows for student as well as teacher creativity.
	(e) The modules are interesting, easily adaptable to any curriculum.
	(f) Pupils become sophisticated spellers, writers, and readers, due to the variety of materials used.
	(g) It strengthens dictionary skills.
	(h) It promotes sight reading.
	(i) *Success* teaches children how to read a newspaper.
	(j) It allows children to explore magazines and many types of reading matter.
3	(k) This program induces and encourages class participation.
	(l) It helps teacher to pace time in instruction.
3	(m) Students are able to work at their own rate.
	(n) Children learn organizational skills through the use of folders and notebooks for work.

*Absence of a number indicates that only one person expressed this point of view.

No. of Teachers by Grade*	Advantages Grade 2 (con't)
	(o) The program helps weaker students lose their fear of failure.
	(p) Reading is made more personal and relevant to current events and the children's (and teachers's) lives.
	(q) Parents get more involved.
	(r) Writing skills are enhanced.
	(s) It is very well correlated with the SPP objectives.
	(t) It is a great reinforcer for all skills.

*Absence of a number indicates that only one person expressed this point of view.

Table 29 (con't)

Advantages of Success Program as Indicated by Elementary Primary Grade Teachers.

No of Teachers by Grade*	Advantages (cont)
Grade 3	(a) Success builds vocabulary.
	(b)The program encourages oral participation.
3	(c) It enhances creativity greatly (teacher and children).
	(d) It helps children become aware of the parts of the newspaper.
	(e) It enables the children to be exposed to many facts.
	(f) The children and the teacher love it.
2	(g) This approach utilizes a variety of reading materials.
	(h) It uses everyday materials to teach.
	(i) It teaches SPP skills.
	(j) Success highly motivates the students.
	(k) This program allows for individual differences.
	(l) It uses whole-group instruction.
	(m) This program brings more variety in opportunities for teaching and learning.
Grade 4	(a) The Success program allows each child to experience success on his/her individual level.
	(b) It correlates with the SPP skills.
	(c) It provides structured experiences in various media for developing skills in all areas of of reading and language arts.
	(d) Success provides more opportunities for positive responses
	(e) It encourages better oral and written expression.

*Absence of a number indicates that only one person expressed this point of view.

No. of Teachers by Grade*	Advantages (con't)
Grade 5	(a) Children are able to see word parts and how they are related. (b) Spelling improves. (c) Writing skills are enhanced through increased practice. (d) Lessons are easy to use and the manual is easy to follow. (e) Children read a lot. (f) Current events are discussed daily.
Grade 6	(a) Success provides enrichment. (b) Children have first-hand information and references. (c) It covers a great variety of skills.

Table 30

Disadvantages of Success Program as Stated by Elementary Primary Teachers, by Grade Level.

No. of Teachers by Grade	Disadvantages
Grade 1	(a) No supplies are given for this program.
	(b) Whole group instruction is a disadvantage for some students who require a smaller group, more time, and more hands-on experience to get better grasp of any subject matter.
	(c) Children need directed reading.
	(d) In open-space, children sometimes tend to get noisy when doing the Phonics/ Spelling Module and ACC Module.
	(e) This program is rigid for slower students. You tend to lose their interest. They can't seem to sit through all of the modules.
6	(f) None
Grade 2	
7	(a) None
	(b) It is difficult to teach all modules on heavily scheduled days, due to special classes, etcetera.
Grade 3	
4	(a) None
	(b) It is difficult to teach all modules in the alloted time.
	(c) It does not provide time for teaching a new skill.
	(d) The program didn't allow enough time for completing writing skills in composition.
	(e) The time limit in spelling doesn't allow slow students to complete or copy words.

No. of Teachers by Grade*	Disadvantages (cont)
Grade 4	(a) Children often don't want to stop, throwing your time schedule off, especially when you're attempting to encourage those who often don't respond well.
3	(b) None
Grade 5	(a) A substitute teacher will find it difficult to teach a lesson, using another method of instruction.
Grade 6	
2	(a) None
	(b) Skills covered are not necessarily the skills necessary to accomplish mastery of SPP list.

Table 31

Recommendations of Success Program Teachers by Grade Level

No. of Teachers by Grade*	Recommendations
Grade 1	(a) I am going to form a grade level Success Club to share ideas once a month. (b) I would provide more hands-on experience, more manipulative objects. (c) I would incorporate some type of directed reading module. (d) Incorporate more illustrations in the Phonics/Spelling Module and give students added variety to this module. (e) I see no need to change the program.
Grade 2	(a) Revamp content areas to coincide with DCPS curriculum guides (i.e., math, science, social studies, and some literary arts). (b) Have periodic meetings for sharing of ideas, even for teachers who are veterans of the program. (c) Production of a booklet of new exciting ways in which Success teachers have used the program, incorporating math and science would be useful. (d) Cut back on filing.
Grade 3	(a) Give a refresher workshop to show how resource or special subject teachers can incorporate Success in their programs. (b) I wouldn't change the program.
Grade 4	(a) Teachers should exercise the amount of flexibility the program allows to adjust their teaching to meet the specific needs and abilities of the students.
Grade 6	(b) Coordinate program to blend with SPP.

Objective 10:

To determine elementary principals' satisfaction with the Success Program, as determined from questionnaire responses.

Twenty-one elementary school principals of a total of 65 principals of schools participating in the Success Program returned completed questionnaires, a response rate of 32%. The following tables present data relative to principal questionnaire responses.

Table 32

Mean Ratings of Principals Regarding Improvement in Student and Teacher Abilities.

Area of Improvement	Mean Rating*
Reading and Writing Abilities of Success Students	5.2
Teaching Abilities of Success Teachers	5.5
Mean Rating Both Areas	* 5.4

*Mean rating by principals is based upon a scale of 1-7 with "1" representing "less improvement" and "7" representing "great improvement."

Principals of this sample reported in their ratings that children participating in the Success Program have shown more improvement in reading and writing abilities than children exposed to other reading programs being taught at their schools. The mean rating was 5.2 Principals of this sample also reported more improvement of the teaching abilities of their teachers who use the Success Program with a mean rating of 5.5. The mean rating for both considerations combined is 5.4.

Fourteen of 21 (67%) of the responding principals related that other reading programs are in use along with the Success Program. Reasons for other program use as stated by the principals are cited below:

(1) To maintain continuity of instruction throughout the building.

(2) To continue exposure to varying skills and broad-based data offered by the series we have used for several years.

(3) The teacher felt that some pupils showed great strength when a small group basal text approach was also incorporated into the reading program.

(4) We are directed by the school system to have a more structured reading program. Success in Reading was a perfect compliment to our structured reading program.

(5) Development of comprehension skills calls for incorporation of other methods.

(6) Teachers have elected to use other programs as an eclectic approach to teaching.

(7) Teachers often feel more comfortable when using a basal approach to teach reading.

(8) Participating teachers are not solely committed.

(9) Teachers used modified Success approach in which all modules are not taught.

Table 33 presents data concerning the nature of the joint use of Success and SPP reading programs, as viewed by principals. This item concerns the identification of problems in the associative use of the two programs.

Table 33

Incorporated Use of Success and SPP Programs as Reported by Principals

SPP and Success Program Use	No. of Principals	Percent
o No problems encountered	18	86%
o Problems were encountered	3	14%
Total	21	100%

Eighteen of 21 (86%) of the principals responding report that no problems in the associative use of the Success Program and the SPP program of study were encountered during this school year. Three principals reported that there were problems related to this association at their schools. Following is a list of the types of problems cited by those principals:

(1) There are students and parents who feel that a textbook (basal) is needed. Many comprehension skills are felt to be undeveloped in the Success Program.

(2) Teacher creativity and effective planning are prescribed for programatic integration.

(3) Time is needed to provide staff development for teachers.

Nineteen of the 21 (90%) principals responding indicated an interest in the continuation of the Success Program at their schools, with but two indicating the contrary. No reasons were given by those two principals for their lack of interest in the continuation of the Success Program at their school. Table 34 following presents a list of advantages to using the Success Program, as stated by responding principals. Table 35 lists disadvantages.

Table 34

Principals' Statements of Advantages of the Success Program

Advantages	No. of Principals
(1) There is no basal reader that a teacher has to stick with.	
(2) You can work with the entire class at once.	
(3) Variety in materials and experiences are a plus.	3
(4) Students are encouraged to write.	
(5) This program provides opportunity for students to handle newspapers, development of searching techniques, and development of realistic reading and language arts skills in a creative instructional method.	2
(6) It improves the reading scores of the children involved.	
(7) Children are enthusiastic about the activities.	2
(8) We notice an improvement in writing and spelling skills.	2
(9) Students are provided meaningful reasons for reading and writing.	

Advantages (cont)	No. of Principals
(10) The program allows for maximum skill and subject matter intergration.	
(11) Very young children are successful in reading printed material.	
(12) Success provides a "road map" for instruction.	
(13) It increases vocabulary used daily by children.	2
(14) It requires students to think and sharpens this skill.	2
(15) Students are able to progress at their own rates, increasing self-confidence.	
(16) Students improve organizational skills through the use of folders and notebooks.	
(17) Success motivates teachers in allowing them to do new things.	
(18) Teachers trained in the use of this program seem to utilize more creative and motivational methods and techniques.	
(19) Use of the Washington Post newspaper is excellent, broadens interest in newspapers.	2
(20) The program gives all students an opportunity to develop greater use of oral and written language.	

Table 35

Principals' Statements of Disadvantages of Success Program Use

Disadvantages	No. of Principals*
(1) Amount of display space needed is greater.	
(2) The scope of the program is not extensive enough to provide enough skills, when using it exclusively.	

Disadvantages (cont)	No. of Principals
(3) No disadvantages	14
(4) It doesn't provide sufficient review and practice for slower learners. Skills are introduced too rapidly for his particular group of students.	
(5) More time is needed for appropriate implementation.	
(6) Students are expected to read from a basal reader.	
(7) Teachers often fail to be as consistent as is needed for skill maintenance.	

*Absence of a number indicates that only one person expressed this point of view.

Table 36 presents a comprehensive listing of the recommendations offered by principals who responded, concerning the Success Program.

Table 36
Recommendations of Success Principals for the Success Program

Recommendations
(1) Provide more monitoring by the Success staff.
(2) Continue to provide funding to provide newspapers.
(3) Train more and more teachers in how to use the program.
(4) Use Success in conjunction with a basal reader textbook approach.
(5) Continue to provide workshops for training new teachers to help them to implement the program properly.
(6) Utilize Success Program 90% and basal reader 10%.
(7) There should be provision of positive feedback to reinforce teachers through visits to the classrooms by Success staff would be helpful.

Summary of Principal Data:

Success principals of this sample report satisfaction with the Success Program. Following are the bases for this determination.

(1) Mean principal rating of improvement in reading and writing skills of Success students indicates a relatively great degree of improvement.

(2) Mean principal rating indicates a relatively great degree of teaching ability improvement for Success teachers.

(3) Very few problems in the associative use of the Success Program and SPP are cited.

(4) Many more advantages of the Success Program than disadvantages are cited by Success principals.

(5) Ninety percent of the responding Success principals expressed the intention to continue Success Program use at their respective schools next year.

(6) Recommendations offered by the Success Principals responding, are of a pro-Success Program nature.

Limitations:

- Lack of randomization in the self-selection of volunteer sampling imposes a "selection by treatment" interaction which threatens external validity (generalizability) of the findings.

- Effects of the Success In Reading and Writing Program upon criterion variables (reading, writing, and language achievement) are likely to be confounded with other instructional factors, due to varying degrees of actual Success program implementation (as the program is designed). Two thirds of the principals responding, indicated that Success was not "purely" or exclusively used, making true measurement impossible. The wide range in number of Success lessons reportedly taught by responding teachers also indicates lack of uniformity in program implementation.

- Small sample sizes in questionnaire analyses warrant caution in generalization of findings.

- Differential motivational factors associated with each of the topics in the pretest/posttest writing analysis is likely to be responsible for an unexplained amount of variance in treatment group measures.

Recommendations of the Evaluator:

Analysis of data gathered in the present evaluation of the Success Program indicates need for the following:

(1) Continued encouragement of Success teachers to teach each of the Success Program modules at least 4 days per week (i.e., as close to the design as possible).

(2) Continued provision of workshops, demonstrations, and meetings of Success Program participants and potential Success participants to further sharpen teacher competence and to increase confidence in this approach. This may also serve to facilitate the further refinement of methods and creative nuances introduced and developed by teachers, as well as the sharing of these.

(3) Continued efforts by principals to schedule special subjects, programs, and activities so as not to disrupt or interfere with Success instructional periods to allow for the implementation of the program as it is designed. The actual impact of the Success Program, or any other, cannot be accurately measured unless it is implemented as designed and implemented reliably.

(4) Continued efforts to involve teachers of the fifth and sixth grade levels, so that (possible effects upon achievement related to continuity of Success exposure) across all elementary grade levels might be observed and evaluated.

(5) Continued comprehensive evaluation to determine program effectiveness upon student achievement.

APPENDIX A

Sample - Success in Reading and Writing Program Lesson Plans

Pre - Kindergarten and Kindergarten Lessons

The following gives examples of a one-day program for grades Pre-K, K, 1, 2, 3, 4, 5, 6 and junior high.

	PHASE I	PHASE I	PHASE I	PHASE I
LESSON	PICTURE/WORD ASSOCIATION	ALPHABET FORMATION	PUPPET PHRASES	STORY TIME
1	story characters	l	telephone talk	a name
2	animals	t	toys	a place
3	buildings	f	food	a verb
4	Kitchens	h	playing	a name
5	landscapes	d	television	an adjective
6	furniture	i	safety	a time
7	feet	j	pretty things	something that happened
8	story characters	k	school	a name
9	food	p	animals	something that caused something to happen

Grade 1

Lesson I

Time	Module	Activity
9:15 - 9:45	Phonics/Spelling - r	Write on chart paper word clusters suggested by the student that contain r. Pronounce each work. Students write the letter r and words containing r. Discuss the meanings. Ex: raise your hand, a hard rock, fire truck siren. Students date and file papers. Display chart in classroom.
9:45 - 10:15	Language Experience-Enviromment: Houses	Write on board word clusters suggested by students concerning houses. Students cut a picture of a house and label its parts. Example of vocabulary: slanted roof, red brick chimney, patio door. Students begin a story about houses. Students data and file papers.
10:15 - 10:45	Academic, Cultural Arts, and Current Events Reading-Newspapers: L,l.	Students cut or tear the letters L, l, and words containing these letters from the newspapers. Paste. Check each student for recognition of L, l. Students date and file papers.
10:45 - 11:00	Rest Period	
11:00 - 11:30	Patterning - ho.	Write on chart paper different endings for words beginning with ho. Ex.: hop, hocky, honk, hospital. Stress Emphasis: Vocal stress on one word near beginning of sentence. Display chart in classroom.
11:30 - 12:00	Recreational Reading - Library Books	Help individual students find and pronounce words in library books that contain p.

Source: Anne H. Adams, Success in Beginning Reading and Writing: The Basal Concept of the Future, (Santa Monica, Calif.: Goodyear Publishing Company, Inc., 1978), p. 6.

Grade 2

Lesson I

Time	Module	Activity
9:15 - 9:45	Phonics/Spelling	Letters to be studies, b, c. Students give examples of: single, one-syllable words (minimum of 10 with each letter)
9:45 - 10:15	Academic, Cultural Arts, Current Events Reading	Areas: Science Global Reading Theme: Locating Information about animals. Materials: Science textbooks, non-fiction books. Writing Assignment: List animals and information found about each.
10:15 - 10:45	Language Experience	Theme: Writing About Fun Segment Writing: Any topic. Maybe related to the theme. Writing Skill: List. Proofreading Thrust: Name and date on paper correctly.
10:45 - 11:00	Rest and Relaxation	
11:00 - 11:30	Recreational Reading	Individual teacher-student conferences, decode and discuss words containing "b".

Source: Anne H. Adams and Helen Cappleman, Success in Reading and Writing: Grade 2, (Santa Monica, California: Goodyear Publishing Company, Inc., 1978), p. 3.

Grade 3

Lesson I

Time	Module	Activity
9:15 - 9:45	Decoding in Context	Phase I: Lessons 1 - 40, Spelling Emphasis t Grammar Emphasis common nouns science
9:45 - 10:15	Academic Cultural Arts Current Events Reading	Cycle I: Current Events Theme: People in the News Materials: Newspapers Reading Skills: Association of information Read about people and write names and titles.
10:15 - 10:45	Composition Fluency/Accuracy	Phase I (Lessons 1 - 90) Cycle I Theme: Classification of Like Items Sub-theme: Things seen on the way to school. Mode: Lists Proofreading Thrust: spelling of some words on list.
10:45 - 11:00	Rest and Relaxation	
11:00 - 11:30	Recreational Reading	Skill Focus I Locating title of book

Source: Anne H. Adams and Helen Cappleman, Success in Reading and Writing: 3 (Santa Monica, California: Goodyear Publishing Company, Inc.) pp. 4-5.

Grade 4

Lesson I

Time	Module	Activity
9:15 - 9:45	Phonics/Spelling - bl	Phase I Introductory Phase: Lessons 1-10 Spelling Emphasis - Two letter Consonant Clusters
9:45 - 10:15	Composition	Cycle One: Writing Descriptions and Comparisons People - Physically, Actions, etc. Materials: Newspapers Writing Assignment: Write sentences describing a classmate.
10:15 - 10:45	Study Skills	Cycle One: Alphabetizing Theme: People Material: Science Textbooks Reading Assignment: Read to find names of people Writing Assignment: Make a list of names and alphabetize the names.
10:45 - 11:00	Rest and Relaxation	
11:00 - 11:30	Recreational Reading	Cycle One: Teacher establishing model Everyone, including the teacher reads fiction or non-fiction books silently.

LESSON 50

PHONICS/SPELLING	COMPOSITION	STUDY SKILLS	RECREATIONAL READING
SPELLING EMPHASIS: ar 2-3 syllables in paragraphs GRAPHS VOCABULARY EMPHASIS: PLACES MATERIAL: newspaper HOMEWORK: Using 5-10 words from chart, design a puzzle: crossword seek/find scrambled words	PRE-WRITING TOPIC: "My Magic Pencil" WRITING ASSIGNMENT: students write a creative story about a magic pencil PROOFREADING THRUST: adjectives describing the pencil.	Cycle Six: Charts, graphs tables. KNOWLEDGE AREA: metric system READING/WRITING FOCUS: using a math book read to locate charts and/or graphs, tables using the metric system. List the metric terms. Teacher may wish to explain meaning of chart, graph, tables.	SEE LESSON 41

Grade 6

LESSON 5			
	Cycle 11: Weather MATERIAL: Newspaper VOCABULARY: Precipitation SPELLING: -ur, -is MECHANICS: Combining noun phrases in subjects	MATERIAL: History book, encyclopedia, and almanacs. STUDY SKILL: locating cities with largest population in given area.	Cycle 6: COMPREHENSION: Characterization WORD ATTACK: Suffixes STUDY SKILL: Synonyms
PRE-WRITING: Volunteers recite advertising slogan. WRITING: Write a jingle or a sales-pitch to advertise a product.	See Lesson 1	READING: Read to determine which city in your area is largest. WRITING: Write a paragraph speculating about reasons for city's growth.	See Lesson 11

APPENDIX B

EVALUATION DESIGN

EVALUATION OBJECTIVE	METHOD OF ANALYSIS	INSTRUMENTATION	PROGRAM/SAMPLE
1. To measure the effectiveness of the Success program in improving the reading performance of the students participating in that program.	Norm-referenced reading test scores of Success third graders will be compared to scores of a comparison group. Statistical analysis of the sample data on vocabulary and comprehension measures will be performed using the analysis of Variance (ANOVA) procedure. Similar analysis, using this statistical procedure, will be conducted on composite reading scores. (vocabulary and comparison) Success and comparison students, categorized into high, average, and low achievement levels will be compared on norm-referenced achievement test performance in the areas of vocabulary + comprehension and their composite (total reading scores). The Analysis of Variance procedure will be used to observe main effects of the Success program and interactions between treatment and achievement level. Criterion of significance is set at 0.05.	o Norm-referenced reading achievement measure - to be announced. o Diagnostic and Prescriptive Instrument (D.P.I) will be used in achievement level categorization.	Regular third grade Success classes in Chapter I schools identified as high implementers ~~as~~ (HI) of the Success program and regular third grade classes from non-Success Chapter I schools.

EVALUATION OBJECTIVE	METHOD OF ANALYSIS	INSTRUMENTATION	POPULATION/SAMPLE
2. To measure the effectiveness of the Success program in improving language performance of the students participating in the program.	Norm-referenced language test scores of Success third graders will be compared to scores of a compairison group of students. Statistical analysis of sample data on usage, mechanics and spelling measures will be performed using the Analysis of Variance procedure (ANOVA). Similar analysis will be conducted on composite language scores. Success and comparison students, categorized into high, average and low achievement levels will be compared on norm-referenced language achievement test performance in the component areas of usage, mechanics, and spelling, as well as their composite (total language scores). The ANOVA procedure will be used to observe for main effects of the Success program and interactions between treatment and achievement level. Criterion of significance is set at 0.05.	o Norm-referenced language achievement measure - to be announced. o Diagnostic and Prescriptive Instrument (D.P.I.) will be used in achievement level categorization.	Regular third grade Success classes in Chapter I schools identified as high implementers (HI) of the Success program and regular third grade classes from non-Success Chapter I schools.

EVALUATION OBJECTIVE	METHOD OF ANALYSIS	INSTRUMENTATION	POPULATION/SAMPLE
3. To measure the effectiveness of the Success program in improving writing performance of the students participating in that program.	A creative writing exercise will be administered twice (Jan. and April) to Success and comparison classes. Writing exercises will be rated on a 4-point scale by two raters, utilizing the holistic scoring method. Each rater will rate each paper, resolving discrepencies to increase realiability. Statistical analysis will will be conducted on pretest-posttest gains using the analysis of Variance procedure (ANOVA) with the criterion of significance set at 0.05.	o Write writing samples of students in Success and comparison groups.	Regular third grade Success classes in Chapter I schools identified as high implementers (HI) of the Success program and the regular third grade classes from non-Success Chapter I Schools.
4. To measure the effectiveness of the Success program in improving the reading attitudes of students participating in the program.	A reading attitude inventory will be administered to Success and comparison students. Data will be subjected to the Analysis of Variance procedure with the criterion of significance set at 0.05.	o Reading attitudinal inventory to be ~~to~~ be announced. ~~(possibly~~ (Estes).	Regular third grade Success classes in Chapter I schools identified as high implementers (HI) of the Success program and the regular third grade classes from non-Success Chapter I Schools.

EVALUATION OBJECTIVE	METHOD OF ANALYSIS	IMPLEMENTATION	POPULATION/SAMPLE
5. To determine the impact of the Success program on the promotion/retention rates of those students participating in that program.	Descriptive statistics (frequencies and percentages) of the promotion/retention rates of Success second, third and fourth graders will be compared to systemwide data at those grade levels. Similar statistics on Success students assigned to transition classes for reading deficiencies will be compared to systemwide data.	Documentation of promotion/retention data will be provided by the Evaluation System Section of the Division of Quality Assurance.	Regular, second, third, fourth grade Success students and the entire student population at these grade levels.
6. To measure the effectiveness of the Success program in improving the reading achievement of those students participating in that program at least three consecutive years from second to fourth grade.	Trend analysis on reading achievement scores will be performed on data across a three year span comparing continuing Success students with a comparison group of non-Success students. Analysis of Variance between Success and comparison group norm-referenced test score means will be performed by year of exposure to the Success program. The criterion of significance is set at 0.05 level.	Norm-referenced reading achievement test, to be announced.	Regular fourth grade Success students identified as having consecutively participated in the program at the second, third and fourth grade levels, and non-Success comparison fourth grade students having never participated in the Success program.

EVALUATION OBJECTIVE	METHOD OF ANALYSIS	IMPLEMENTATION	POPULATION/SAMPLE
7. To measure the effectiveness of the Success program in improving the language achievement of those students participating in that program at least three consecutive years from second to fourth grade.	Trend analysis on language achievement, scores will be performed using norm-referenced achievement data across a three year span, comparing continuing Success students to a comparison group of non-Success students. Analysis of Variance (ANOVA) will be used to test differences in language performances of Success and comparison groups, by year of exposure to the Success program. The criterion of significance is set at the 0.05 level.	Norm-referenced language achievement test to be announced.	Regular fourth grade Success students identified as having participated in the Success program consecutively at the second, third and fourth grade levels and a compairson group of fourth grade students having never participated in the Success program.

EVALUATION OBJECTIVE	METHOD OF ANALYSIS	IMPLEMENTATION	POPULATION/SAMPLE
8. To determine student satisfaction with the Success program.	Descriptive statistics (frequencies and percentages), relative to questionnaire responses will be analyzed. Recommendations and comments of students will be categorized and listed.	Student questionnaire.	All students (grades 3-6) participating in the Success program.
9. To determine teacher satisfaction with the Success program.	Descriptive statistics (frequencies and percentages), relative to questionnaire responses will be analyzed. Recommendations and comments of teachers will be categorized and listed.	Teacher questionnaire.	All Success teachers (Pre-kindergarten to grade 6).
10. To determine principal satisfaction with the Success program.	Descriptive statistics (frequencies and percentages), relative to questionnaire responses will be analyzed. Recommendations and comments of principals will be categorized and listed.	Principal questionnaire.	All Success principals.

APPENDIX C

ACTIVITIES COORDINATED/CONDUCTED BY SUCCESS DIRECTOR FOR SCHOOL YEAR 1985- 86

Activities Coordinated/Conducted by Success Director for School Year 1985-86.

1. Planned and conducted three-day summer training sessions for teachers interested in implementing the Success in Reading and Writing Program.

2. Meeting with staff at Lorton Correction Department - for evaluation of the Success program at the Institution.

3. Observation of and meeting with pre-kindergarten teachers at Rudolph Elementary School.

4. Mini-workshop for teachers at Turner Elementary School.

5. Orientation session with teachers at Draper Elementary School.

6. Observation of Grade 6 class at Shepherd School - Use of Success lessons with computers.

7. Meeting with Region D Success teachers at Nalle.

8. Demonstration lesson at Lewis School with Grade 3 class.

9. Coordination of demonstration/visitation of Mrs. Linda Daniels, Moten School, for Grade 5 Success teachers.

10. Meeting with teachers (Grades 3, 4, 5, 6) Hendley School.

11. Meeting with Region A Success teachers at Savoy Educational Center.

12. Mini-workshop for teachers at Simon Elementary School.

13. Conference with teacher at Ludlow-Taylor Elementary School to plan for a mini-demonstration for the staff.

14. Meeting with members of the staff of the Division of Quality Assurance to discuss the evaluation of the Success program for 1985-86.

15. Coordination of demonstration/visitation lesson of Mrs. Alfrieda Pushia, M.L. King, Jr., Elementary School, for Grade 4 Success teachers.

16. Observation of teachers at Gage-Eckington Elementary School with Dr. Helen Cappleman, Success Co-author/Consultant and Mrs. Lillie Liu, The Washington Post.

Activities Coordinated (con't)

17. Coordination of Success Administrators' Meeting.

18. Development of Materials For Instruction Handbook for Grades 3, 4 and 5.

19. Conducted workshops for Chapter I Parents on using the newspaper at home. Approximately 80 parents - Plummer and Gibbs Elementary Schools.

20. Presentation on Success program at the Teachers' Convention.

21. Facilitator in The Washington Post booth at the Virginia State Reading Conference.

22. Coordinated mid-year and end of the year meetings of Success administrators and teachers.

23. Observed forty-seven teachers during the year.

24. Developed and disseminated three newsletters (Success Highlight)

25. Individual conferences and meetings were held with Success administrators and teachers on a request basis.

26. Information and brochures about the Success program were given to persons interested in finding out about the program.

APPENDIX E

Holistic Scoring

HOLISTIC SCORING

Holistic scoring (Spandel and Stiggin, 1980) is based on raters reviewing a paper for an overall or "whole" impression. Although specific factors (grammar, vocabulary, etc.) may influence the rater's response, these considerations are never directly addressed. Consistency--both among raters and among scores assigned by a single rater--is very important in holistic scoring (Spandel and Stiggins, p. 20).

The papers will be rated on a four-point scale. Before the scoring process begins, "...the trainer and the most qualified or experienced raters will review a subtest of the papers to be scored in order to identify range finders." (ibid). Range finders are representative of all the papers at a given scoring level. Range finders are received for each score, respectively, that is, for 4, 3, 2, and 1. Papers used as range finders at given levels should be so typical of papers at that level that all raters agree to the assigned score. Range finders are used as models to assist raters during scoring.

In holistic scoring there is not any predetermined set of criteria to identify range finders. For example, "A paper assigned a score of 4 will simply be a relatively high quality paper within a given group; it may or may not be an excellent paper in its own right." (ibid).

It has been found that the holistic approach will produce marked consistency among raters (reliability).

Two raters should read all papers to minimize the chance of error resulting from rater fatigue, prejudice, or other extraneous factors.

In order to determine a final score, scores may be added or averaged across raters. If there is disagreement of more than one rating point, it can be resolved through discussions by the disagreeing raters.

Experienced raters can go through 30 to 40 papers per hour. To insure high reliability, scoring should be restricted to six hours per day. Best results are received with short hours and frequent breaks.

Source: Spandel, Vicki and Stiggins, Richard J. *Direct Measures of Writing Skill*. Northwest Regional Educational Laboratory: Clearinghouse for Applied Performance Testing. Portland, Oregon.

APPENDIX F

PK-K Teacher Questionnaire

District of Columbia Public Schools
Success In Reading and Writing Program

Prekindergarten and Kindergarten Teacher Questionnaire

Since you have been a participant in the Success In Reading and Writing Program your reactions are an important part of the assessment of the overall program. Please complete the following questionnaire items as indicated.

(1) Please rate the level of enjoyment experienced by you and your students with the following modules by placing in X on the appropriate number.

Picture Word Association Module

Teacher

Very Unenjoyable 1 2 3 4 5 6 7 Highly Enjoyable

Student

Very Unenjoyable 1 2 3 4 5 6 7 Highly Enjoyable

Alphabet Module

Teacher

Very Unenjoyable 1 2 3 4 5 6 7 Highly Enjoyable

Student

Very Unenjoyable 1 2 3 4 5 6 7 Highly Enjoyable

Oral Language/Reading Module

Teacher

Very Unenjoyable 1 2 3 4 5 6 7 Highly Enjoyable

Student

Very Unenjoyable 1 2 3 4 5 6 7 Highly Enjoyable

Story Time Module

Teacher

Very Unenjoyable 1 2 3 4 5 6 7 Highly Enjoyable

Student

Very Unenjoyable 1 2 3 4 5 6 7 Highly Enjoyable

(2) Please rate the extent the Success Program has improved the listening and speaking abilities of pre-kindergarten and kindergarten students.

Little Improvement 1 2 3 4 5 6 7 Great Improvement

(3) Students participating in the Success Program are quite proud of their academic accomplishments.

Yes No

(4) Have you found that your prekindergarten and kindergarten children are learning to associate words with tangible items and intangible concepts in pictures more rapidly with the Success program than with a traditional program?

Yes No

(5) Have you found that your prekindergarten/kindergarten children can read words printed in a variety of materials?

Yes No

(6) Please indicate below, if applicable, any module that you have found particularly difficult to teach. State briefly the reason for the difficulty.

____

____

____

____

(7) Did you use the Success method exclusively for your pre-kindergarten or kindegarten classes?

Yes No

If the answer is no, please, indicate below why you are not using the Success method exclusively.

____

____

____

(8) Indicate the number of modules you typically use per day.

1 2 3 4

(9) Indicate the number of days per week you use the Success Program. 1 2 3 4 5

(10) Do you plan to use the Success program again next year?

Yes No

(11) Please list below advantages and disadvantages of using the Success program.

____

____

____

____

(12) In your opinion, which students benefit most from the Success Program approach; high ability, average ability, or low ability ? (Please circle one.)

(13) Please express any recommendations you may have concerning the Success Program. (How, if at all, would you change it ?)

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Thank you for your invaluable assistance. Best wishes for a pleasant remainder of the schoolyear !

Revised, 1985

APPENDIX G

Elementary Teacher Questionnaire
(Grades 1-6)

District of Columbia Public Schools
Success In Reading and Writing Program

Elementary Teacher Questionnaire

Since you have been a participant in the Success In Reading and Writing program your reactions are an important part of the assessment of the overall program. Please complete the following questionnaire items as indicated.

Please check the box indicating what grade you teach.

First ☐ Second ☐ Third ☐

Fourth ☐ Fifth ☐ Sixth ☐

1. Please indicate by placing an X on the appropriate number the degree you feel the Success program has improved the reading performance of your students.

   Little Improvement 1 2 3 4 5 6 7 Great Improvement

2. Please indicate below, if applicable, the modules you have found most difficult to teach. State, briefly, the reason for the difficulty.

   ____

   ____

   ____

   ____

3. Do you use the Success program five days per week? Please check the appropriate box.

   Yes ☐ No ☐

4. If the answer to Number 3 is no, please, indicate in the blank below how many days per week you used the Success program.

   ____

5. If you did not use the Success program 5 days per week please state below why you didn't.

   ____

   ____

   ____

   ____

6. Are all Success modules taught by you when you use the Success program? Please check the appropriate box.

Yes ☐ No ☐

7. If the answer to Number 6 is no, please state below which modules you usually teach. ______________________

____

____

____

8. Please also state on the blanks below, if applicable, why you teach only the modules you indicated in Number 7.

____

____

____

____

9. Have you had any problems incorporating the Success program with the Student Progress Plan objectives?

Yes ☐ No ☐

If the answer above is yes, please, indicate why incorporating Student Progress Plan objectives with the Success program is a problem.

____

____

____

____

10. Please indicate in the blank below the number of the last Success lesson taught by you. ______________________

11. Did you use the Success program exclusively in your reading/language arts program?

Yes ☐ No ☐

12. Please list advantages and disadvantages of the Success program. (Use back of the sheet if necessary.)

Advantages: ____________________

____

____

____

Disadvantages: ____________________

____

____

____

13. Are you planning to use the Success In Reading and Writing program next year?

Yes ☐ No ☐

14. In your opinion, which students benefit most from the Success program approach;

(Circle One) high average low ability?

15. Please express any recommendations you may have concerning the Success program. (How, if at all, would you change it?)

____

____

____

THANK YOU FOR YOUR INVALUABLE ASSISTANCE. BEST WISHES FOR A PLEASANT REMAINDER OF THE SCHOOL YEAR!

Revised April 1985

APPENDIX H

Student Questionnaire

District of Columbia Public Schools

1984-85 SUCCESS IN READING AND WRITING PROGRAM

STUDENT QUESTIONNAIRE

NAME ______________________ SCHOOL ______________________

GRADE ______________

	YES	NO
1. Do you enjoy participating in the "Success in Reading and Writing" program at your school?	( )	( )
2. Would you like to have the program continued at your school?	( )	( )
3. Has the program helped you in your other class studies?	( )	( )
4. Are you more confident in yourself in reading since you've been in the program?	( )	( )
5. Do you read (books, magazines, or the newspaper) more now in your spare time?	( )	( )
6. Do you enjoy working in class with a partner?	( )	( )
7. Has the program enabled you to express yourself better in writing?	( )	( )
8. Do you have enough time for writing during the instructional period?	( )	( )
9. Do you like having individual help given to you by your teacher?	( )	( )

10. What do you like most about the program? ______________

11. What do you like least about the program? ______________

12. Would you change the program? How? (please use back of page if necessary.)

THANK YOU FOR YOUR INVALUABLE ASSISTANCE. BEST WISHES FOR A PLEASANT REMAINDER OF THE SCHOOL YEAR!

Revised
1985

APPENDIX I

Principal Questionnaire

District of Columbia Public Schools
Success In Reading and Writing Program
Principal - Questionnaires

The purpose of this questionnaire is to find out your reaction to the Success In Reading and Writing program.

1. Do you feel that children in the Success program have shown more improvement, at this point, in reading and writing abilities than children in other reading programs being taught at your elementary school?

Less Improvement 1 2 3 4 5 6 7 Greater Improvement

2. In general. do you feel the Success program has helped to improve teaching abilities of participating teachers within your school?

Less Improvement 1 2 3 4 5 6 7 Greater Improvement

3. Are the teachers of your school using other reading programs along with the Success program?

Yes ☐ No ☐

If the answer is yes, please indicate below the reading programs being utilized.

____

____

____

Please indicate below also, the reason(s) why it was felt other reading programs were needed.

____

____

____

4. Have your teachers encountered any problems utilizing the Success In Reading and Writing program in conjunction with the Student Progress Plan?

Yes ☐ No ☐

5. Are the objectives, basic assumptions and objectives and rationales being adhered to, as closely as possible, by your teachers?

Yes ☐ No ☐

6. If you are not familiar enough with the Success program to evaluate its utilization, would you be interested in attending a Success workshop for principals?

Yes ☐ No ☐

7. Are you interested in the Success program continuing at your school?

Yes ☐ No ☐

8. List below advantages and/or disadvantages you see with the Success program.

Advantages: ____________________

____

____

Disadvantages: ____________________

____

____

Revised
March 1984

APPENDIX J

Observation Checklist

THE SUCCESS IN READING AND WRITING PROGRAM

LEVEL OF IMPLEMENTATION CHECKLIST

School______________________________ Date______________

Teacher______________________ Grade______ Enrollment____________

Lesson No.__________ Number Present________ Time of Observation_____

Module Observed

- ☐ Picture/Word Association
- ☐ Alphabet
- ☐ Oral Language
- ☐ Story Time
- ☐ Phonics/Spelling
- ☐ Language Experience
- ☐ Academic, Cultural Arts and Current Events Reading
- ☐ Patterning
- ☐ Decoding in Context
- ☐ Composition Fluency/Accuracy
- ☐ Composition
- ☐ Research Practicum
- ☐ Study Skills
- ☐ Current Events
- ☐ Writing
- ☐ Recreational Reading

Key Elements

	Yes	No
1. Schedule posted	☐	☐
2. Whole class instruction	☐	☐
3. Individualized instruction (contact with each child)	☐	☐
4. Charts (15 or more)	☐	☐
(a) accessible and reading	☐	☐
(b) of words	☐	☐
(c) of word clusters	☐	☐
(d) of sentences	☐	☐
5. Use of printed materials	☐	☐
(a) newspapers	☐	☐
(b) magazines	☐	☐
(c) library books	☐	☐
(d) dictionaries	☐	☐
(e) textbooks (science ☐, math ☐, social studies ☐, music ☐)	☐	☐
(f) maps	☐	☐
(g) encyclopedia	☐	☐
(h) telephone books	☐	☐
(i) catalogues	☐	☐
(j) charts	☐	☐
(k) comic books	☐	☐
(l) other______________ specify	☐	☐

	Yes	No
6. Writing Activities		
(a) words	( )	( )
(b) factual information	( )	( )
(c) creative	( )	( )
(d) other __________ specify	( )	( )
7. Communicating with partners	( )	( )
8. Conference with teacher	( )	( )

Student Behaviors

	High	Medium	Low	None
Participation in Pre-discussion				
Suggesting vocabulary				
Other __________ specify				
Participation in Follow-up Activity Looking for letters				
words				
pictures				
other __________ specify				
Writing				
Proofreading work				
Filing of papers				
Evidence of Student Enthusiasm				

Additional Comments ____________________

____

____

____

Name of Observer date

Additional notes on back of this page

APPENDIX K

Background: The Level of Use Interviewing Technique

The Level of Use Interview

The procedure chosen to measure the individual's LoU is the focused interview. According to Merton, Fiske and Kendall[3], the "focused interview" employs an interview guide with a list of objectives and questions but gives the interviewer latitude within the framework of the interview guide. In the LoU interview, a number of specific questions are required since they have been found to be effective and efficient in eliciting the necessary information. However, the interviewer is intimately knowledgeable of the objectives of the interview and is often required to use judgment in sequencing of these questions, as well as in following up insufficient responses with further questions and probes.

The selection of a focused interview rather than a highly structured interview (one that required standardized questions, probes and procedures) was based on several considerations. Although the LoU interview does require certain questions, the LoU concept is too complex to expect that probes and follow-up questions can be completely standardized and still be appropriate for every situation. As Maccoby and Maccoby[4] note, less structured interviews allow for standardization of meaning rather than relying on the same words to mean the same thing to each interviewee. Each individual who is interviewed responds differently in extent, as well as content, and for the objectives of the interview to be met, follow-up to responses must be individualized. Meaningless and misleading questions can be avoided by allowing the interviewer this flexibility. Less rigidity also encourages more true-to-life responses since the respondent can follow a natural train of thought. Thus, more complete and detailed responses are obtained, and the interviewee feels comfortable as if in a normal conversation. It is obvious that a consequence of the focused interview is the necessity for more vigorous interviewer training. However, the amount of freely provided and important information that has been obtained through over 1,680 LoU interviews supports the belief that the selection of this interview procedure was well made.

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[3] R. K. Merton, M. Fiske and P. K. Kendall, *The Focused Interview: A Manual of Problems and Procedures* (Glencoe, Ill.: Free Press, 1956).

[4] E. E. Maccoby and N. Maccoby, "The Interview: A Tool of Social Science," in *Handbook of Social Psychology*, Vol. 1, ed. by G. Lindzey (Cambridge: Addison-Wesley, 1954).

It should be noted here that a recognized alternative to interviewing is observation. In research, it is naturally the goal to be as rigorous as possible. It follows that, if one desires to measure behavior, it should be through observation of that behavior rather than through reliance on the subject to report how s/he behaves or behaved. However, the interview has advantages over observation, and these advantages apply to the case of measuring LoU. Dean, Eichhorn and Dean[5] note that:

(1) Interviews can get at past events, at events when the interviewee is alone, and at situations where outsiders would alter behavior;

(2) Interviews can reveal behavior not occurring during times when observations are made;

(3) Interviews can reveal relationships that cannot be observed;

(4) Interviews are quick and efficient.

In the case of measuring LoU, all of the important user behaviors could not be observed without shadowing the user for long periods of time and delving into correspondence, conversations, planning sessions, contemplation, all of which might change if an outside observer were to be present. An interview was selected as the most feasable means for collecting LoU data on large samples. Furthermore, it is the most efficient way that has been found to determine the LoU of innovation users within a single school or university.

The problem remains that relying chiefly on the self-report of an individual may not give a full, true picture of that individual's behavior. To compensate for this potential weakness, the Level of Use interview has been developed in such detail that questions can be asked about various independent yet related behaviors that contribute to establishing an individual's overall Level of Use. Maccoby and Maccoby[6] point out that if a number of questions are asked that differ in form and content but are related in a predicted meaningful or logical fashion (as they are through operational definitions of Levels of Use), then a high correlation between responses to these questions indicates that they tap a common characteristic of the individual. It has been found in Levels of Use research that an individual's responses to the interview questions are highly correlated, and therefore, it can be assumed with a high degree of certainty that they measure what they purport to measure, Level of Use of the Innovation.

Generic Nature of the Interview

Another important characteristic of the LoU interview is that it is not specific to any one innovation; that is, it is generic. The LoU concept and the recommended interviewing procedure can be used for any innovation. Different questions are not required for different innovations. This will become apparent as more is learned about the interview.

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[5] J. P. Dean, R. L. Eichhorn and L. R. Dean, "Observation and Interviewing," in *An Introduction to Social Research*, ed. by J. T. Doby (N.Y.: Appleton-Century Crofts, 1967).

[6] Maccoby and Maccoby, 1954.

Levels of Use of the Innovation

Before reviewing the interview and rating procedures in detail, it is of utmost importance that potential users of this system internalize the Levels of Use concept. For this reason, an article explaining Levels of Use is reproduced here.[7] Note that both raters and interviewers need to memorize the Levels of Use Chart* by the end of training. Familiarization with the levels and categories is a prerequisite to beginning training in both rating and interviewing skills.

* Note: The Success Program evaluator successfully completed a Levels of Use training program conducted by the Division of Staff Development (DCPS) in September, 1986.

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[7] G. E. Hall, S. F. Loucks. W. L. Rutherford and B. W. Newlove, "Levels of Use of the Innovation: A Framework for Analyzing Innovation Adoption," *Journal of Teacher Education*, 26 (Spring, 1975).